PUBPOL 598 B: Introduction to Tableau and Data Visualization
Spring 2018

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Office Hours: Thursdays, 9:30-10:30 and by appointment

Class Location: Parrington Hall 308 (Remak Commons)
Class Dates: April 5, April 19, May 3, May 17, May 31
Class Hours: 2:30pm - 4:20pm
Course Site: https://canvas.uw.edu/courses/1201593

COURSE DESCRIPTION

This workshop will introduce you to Tableau software and data visualization basics. The focus will be on data visualization best practices and learning how to use Tableau to build dynamic, interactive, and impactful dashboards to help you explore data trends, discover patterns, and inform policy decisions. This course will teach students how to connect their data sources to Tableau, develop basic and intermediate level charts and dashboards, map geographic elements of data sets, and present results of survey data. The workshop will also cover important ethical implications of data visualization choices.

COURSE FORMAT AND EXPECTATIONS

This class meets five times during the autumn quarter, every other Thursday in 2-hour sessions. Class meetings will generally be hands-on and participatory and therefore you are strongly encouraged to bring your laptop to follow along. However, some topics and information will be presented in lecture format. Classroom conversations, even those focused on data, are opportunities for personal and professional enrichment. To ensure the classroom environment is constructive and respectful, please familiarize yourself with the Evans School's community conversations norms and diversity imperative below.

Evans School Community Conversation Norms

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today's increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
Sharing and teaching each other generously
Clarifying the intent and impact of our comments
Giving and receiving feedback in a “relationship-building” manner
Working together to expand our knowledge by using high standards for evidence and analysis

Evans School Diversity Imperative

Communities in today’s world are diverse social entities that face increasingly complex challenges both locally and globally. Leaders must be adept at responding to the great variety of groups and individuals that they may serve and be able to lead with compassion, vision, analytic rigor, and practicality. We understand that to achieve excellence, the Evans School must continue to make diversity an imperative.

We believe that our community should reflect the diverse backgrounds, opinions, experiences and perspectives evident in the world we live in. We strive for substantive inclusion and equity and continually work to increase our awareness and understanding of ourselves and the communities we serve. Our active and ongoing engagement with a variety of individuals and communities, both on and off the UW campus, informs and enriches our research, teaching, and learning. We understand that in order to effectively serve the public, we must be exposed to multiple perspectives including physical, cultural, intellectual, and economic diversity. We are committed to further developing our capacity to participate in and facilitate honest discussions about potentially contentious issues.

GRADING AND CREDIT

This workshop is a Credit/No Credit course. Credit will be awarded to students who satisfy ALL of the requirements as outlined below.

Attendance

Because we will only be meeting five times during the quarter, attendance is strongly encouraged for all sessions. If you are unable to attend a session, advanced notice should be submitted via email to me with an explanation of the reason why. In the case of an absence, you are encouraged to set up a time with me to discuss how you can catch up with the course content.

Participation

Credit will be assigned in part for active and engaged participation in the course. There are a number of ways in which students can satisfy the participation requirement throughout the quarter including:

- Thoughtful contributions to classroom conversations
- Posting or responding to posts on the course's Canvas discussion board
- Bringing questions and observations to office hours
- Presenting the data visualization assignment during the final course gathering
Data Visualization Project and Memos

All students will work with one or more partner(s) to create a visualization dashboard based on a data set of their choosing and publish that dashboard on the Tableau Public server. Student teams will submit a one-page proposal memo (due on May 3 by 11:59pm) that explains the dataset you plan to work with and how you want to visualize that data. Student teams will also submit a final visualization/dashboard and a two-page memo (due on May 31 at 11:59pm). The final dashboard must contain at least one visualization per team member and the accompanying memo must explain:

- the overall purpose of the dashboard and how each visualization supports that purpose
- key questions the dashboard answers or information it communicates
- the underlying dataset, including any limitations of the data
- potential practical applications of the visualization
- any ethical considerations raised by the data or visualization structure

While the final memo should address each of these topics, students are welcome to choose a memo format that suits the purpose of their project. For example, students interested in practical applied experience may wish to address their memo to a real or hypothetical client and focus the discussion on responding to a real or hypothetical question. Alternatively, students are also welcome to address their memo to me and discuss the visualization from an academic or theoretical perspective.

COURSE SCHEDULE

Before the first day of class, please download your free copy of Tableau Desktop for Students software. If you have any issues downloading or opening the software, I will be available to help immediately following the first class and during office hours.

Please follow the links provided below to Tableau's online tutorials prior to the beginning of each class and watch at least the first related short video on that content (usually 3-5 minutes). You cannot access the tutorials unless you have downloaded the software and created an account. Time in class will be used for reviewing concepts, walking through examples, and answering questions rather than introducing the concepts.

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<tr>
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<th>Topic</th>
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<tr>
<td>April 5</td>
<td>• Course introduction</td>
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<td>• Data visualization best practices</td>
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<td>• Ethical dimensions to data presentation</td>
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<td>and visualization</td>
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1 An exception to publishing the visualization will be made if the data set you choose contains sensitive information that is not permitted to be published publicly.
### April 19

- **Preparing Data and Connecting to data**
  [http://www.tableau.com/learn/tutorials/on-demand/getting-started](http://www.tableau.com/learn/tutorials/on-demand/getting-started)
- **Tableau user interface overview**
- **Creating basic charts**
  [http://www.tableau.com/learn/tutorials/on-demand/getting-started-visual-analytics](http://www.tableau.com/learn/tutorials/on-demand/getting-started-visual-analytics)

**Due by 11:59pm: Proposed dataset (submit via Canvas)**

### May 3

- **Creating dashboards and stories**
- **Formatting basics**
  [http://www.tableau.com/learn/tutorials/on-demand/formatting](http://www.tableau.com/learn/tutorials/on-demand/formatting)

**Due by 11:59 pm: Data visualization project proposal memo and chosen dataset (submit via Canvas)**

### May 17

- **Calculated fields**
  [http://www.tableau.com/learn/tutorials/on-demand/getting-started-calculations](http://www.tableau.com/learn/tutorials/on-demand/getting-started-calculations)
- **Maps**
  [http://www.tableau.com/learn/tutorials/on-demand/getting-started-mapping](http://www.tableau.com/learn/tutorials/on-demand/getting-started-mapping)

### May 31

- **Publishing to servers and Tableau Public**
  [http://www.tableau.com/learn/tutorials/on-demand/publishing-tableau-online](http://www.tableau.com/learn/tutorials/on-demand/publishing-tableau-online)
- **Student presentations**

**Due by 11:59 pm: Data visualization project and final memo (submit via Canvas)**

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**ADDITIONAL RESOURCES**

There is a wealth of information online about data visualization best practices, how to use Tableau effectively, and tools for data analysis. Here are just a few:

**Tableau Training Videos**
[http://www.tableau.com/learn/training](http://www.tableau.com/learn/training)

**Tableau’s Online Community Forums**
[https://community.tableau.com/welcome](https://community.tableau.com/welcome)
Tableau Public “Viz of the Day”
https://public.tableau.com/s/gallery?qt-overview_gallery=1

How Not to Visualize Like a Racist
http://idatassist.com/how-not-to-visualize-like-a-racist/

Data Revelations Blog on Prepping and Visualizing Survey Data
http://www.datarevelations.com/visualizing-survey-data

Flowing Data - Data Science & Stunning Visuals Membership Site
http://flowingdata.com/

The Information Lab (Tableau Partner)
http://www.theinformationlab.co.uk/category/blog/

PDF Scraping
http://tabula.technology/

Web Scraping
https://www.import.io/ (free and paid versions)

DISABILITY RESOURCES FOR STUDENTS

Students with a wide array of physical, sensory, cognitive and mental health disabilities attend and enrich the university community. The university provides reasonable accommodation to the known physical or mental limitations of qualified disabled students so long as doing so does not impose an undue hardship on the university or fundamentally alter the educational program. If you would like to request accommodations please contact me or the DRS office at uwdrs@uw.edu. More information can be found at http://depts.washington.edu/uwdrs/.