



Feminist Approaches to
Methods and Evaluation
Course Reference Number (4): 30220
Spring Quarter: Wednesdays, 6–10pm
4 Credit Hours
Online (Zoom & Canvas)



Dr. Cali Mortenson Ellis, PhD

ellisc@evergreen.edu
<http://www.caliellis.com>
Office Location: Online
Office Hours: By appointment
(360) 867-6824

This syllabus is subject to revision.

Course Description: Measurement and evaluation are foundational to the data and statistics used in public administration practice. But can these concepts be understood and practiced through a feminist lens? How does feminist theory and practice inform the collection of public data, the data questions public administrators ask, and the way that data is used in decision making? Acknowledging the social situatedness of this data, we will explore how feminist principles can be used along with “traditional” data science tools to improve understanding of current issues facing society.

This is a course about developing applied skills in data analysis for public administration officials, while engaging directly with the social implications of public data science. Students will learn and practice basic statistical data analysis skills and concepts, including probability distributions, mean and median, variance, standard deviation, standard error of the mean, hypotheses and P-values, type I/II errors and power, t-tests, one-way ANOVA, chi-square test and Fisher’s exact test, and odds ratios.

This class will include weekly skills assessments and hands-on workshops to reinforce learning concepts.

While understanding these statistical concepts is critical, we will focus on applying these concepts to actual public administration data in a practical way. Through cooperative practice and shared learning, we will learn the most effective ways to explain key concepts and limitations of public data with a non-technical policymaker audience, and incorporate the questions of data fem-

inism into decisions about data collection and reporting.

NOTES ON READINGS:

- All journal articles or web links will be posted to Canvas
- Two texts are available online through Canvas: D’Ignazio and Klein (2019) and Huck (2011)
- There is one book to purchase: Kendall (2020).

Readings

D’Ignazio, Catherine and Lauren Klein. 2019. *Data Feminism*. MIT Press Open.

Harnois, Catherina E. 2013. *Feminist Measures in Survey Research*. Thousand Oaks, CA: SAGE Publications chapter (Inter)Disciplinarity in Feminist Survey Research, pp. 19–43.

Hill, Rosemary Lucy. 2017. “The political potential of numbers: data visualisation in the abortion debate.” *Women, Gender and Research* 1.

Hill, Rosemary Lucy, Helen Kennedy and Ysabel Gerrard. 2016. “Visualizing junk: Big data visualizations and the need for feminist data studies.” *Journal of Communication Inquiry* 40(4):331–350.

Huck, Schuyler W. 2011. *Reading Statistics and Research*. Sixth ed. Boston: Pearson Education Inc.

Kendall, Mikki. 2020. *Hood feminism: Notes from the women that a movement forgot*. Viking.

Tysick, Cynthia. 2004. Concept Mapping and the Research Process: A Librarian’s Perspective. In *Proceedings of the First International Conference on Concept Mapping*. Pamplona, Spain: .

NOTES ON ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY:

- Lectures are conducted asynchronously using the tool EdPuzzle (available through Canvas). In lieu of in-person lecturing, you are required to watch all lecture videos and other required videos before class, as well as answer any questions with the videos in order to receive credit. Each lecture will be accompanied by a Canvas-based discussion board to ask questions about the lecture content.
- Most readings will be posted online through the tool Perusall (available through Canvas). Perusall allows you to ask questions and get answers through collaborative reading of the text.
- Zoom will be used for synchronous class sessions, including collaborative workshops and presentations.

Course Policies:

- **Evaluations**

- Students will be evaluated based on regular attendance and reading, timely submission of thoughtful writing projects, and active engagement with their classmates.
- Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at my.evergreen.edu. Students are not required to submit self-evaluations to their transcripts. An evaluation conference is optional.

- **Assignments**

- **No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.**

- **Attendance and Absences**

- Regular attendance is expected. You are allowed to miss **1** class (4 hours of instruction time) during the quarter without penalty.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee’s responsibility to get all missing notes or materials.

Academic Honesty Policy Summary:

From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

TESC Statement on Academic Honesty

<http://www.evergreen.edu/advising/academic-honesty>

TESC The social contract – College philosophy

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-121-010>

TESC Student Conduct Code

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

Authorship

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: <http://creativecommons.org/>) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

Holidays for Reasons of Faith or Conscience:

Please inform me in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let me know within that time frame, I will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: <https://www.evergreen.edu/policy/religious-observance>

Online Class Engagement Policies

The online learning environment is challenging for students and faculty alike. In order to gain the most from the class, the expectations of an Evergreen learning community also apply to the online environment. You are expected to treat everyone in the learning community with respect by promoting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression using high standards in reading, writing, lectures, and comments; handling all disputes in a spirit of goodwill; and respecting differences.

Specifically, in the online format, students are expected to:

- Engage with the asynchronous online tools (Canvas, Perusall, and EdPuzzle) in a timely fashion.
- Provide public comments (in Perusall, Canvas discussions, and Zoom chat) that are respectful of all community members.
- For guest and student presentations and small-group discussions (including paired discussions) connect with the people in the learning community by keeping your camera on and acting appropriately on camera.

Asynchronous Flipped Learning

The concept of “flipped learning” is intended to maximize the value of our time in class by having students complete preparation work on their own before class. For this class, this is in the form of short lecture videos on the **EdPuzzle** platform, which will be supplemented by slides for you to take notes with, and a discussion board for each module’s questions. In lieu of in-person lecturing during class time, all videos are required. Be sure to watch the video in full to the end and answer any questions to get credit.

Asynchronous Evaluations of Statistics Concepts

Before the beginning of class on March 31 , all students are required to complete a “Comprehensive Assessment of Outcomes Pre-Test” so that I can understand the skills that you will already bring to the classroom.

Students in this class will be required to engage with statistical concepts every week by taking regular assessments between classes, due every Sunday before the next class. These are not graded, but instead serve as the basis of discussion about the contents and help me understand where students need additional time.

Collaborative Reading with Online Annotations

This class provides almost all readings online at no charge using the **Perusall** platform.

As you read class materials online in **Perusall**, you will be required to contribute collaboratively to the shared annotation of the text with at least one original contribution (or subject question)

that engages in critical thinking and makes a substantive contribution about some part of the reading, and at least two responses to the original contributions of other students.

We will discuss how to use **Perusall** in more detail on the first night of class.

Written Assignments (See Course Schedule for Due Dates)

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font, using APA citation style. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate clear, straightforward writing with *short* paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

Assignment 1: Reflective Memo

Assignment 2: Washington State Data Book

Assignment 3: Proposal for Presenting Your Data to a Non-Technical Policy-maker Audience

Assignment 4: Data Visualization

Assignment 5: Preliminary Presentations and Constructive Feedback

Assignment 6: A Model for Feminist Research

Assignment 7: “Welfare Reform in Washington State (A)”: How to Approach a Research Problem When you Don’t Know Where to Start

Assignment 8: Uncovering Policy-Relevant Data

Assignment 9: Checklist for Feminist Research

Assignment 10: Presenting Data to a Non-Technical Policymaker Audience

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Session	Content
March 31	<p>Introductions, Course overview</p> <p><i>Readings:</i></p> <ul style="list-style-type: none">• D’Ignazio and Klein (2019, Introduction), Kendall (2020, “Solidarity is still for White Women”) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none">• Assignment 1 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none">• Comprehensive Assessment of Outcomes Pre-Test
April 7	<p>Module 2: Descriptive Statistics</p> <p><i>Readings:</i></p> <ul style="list-style-type: none">• D’Ignazio and Klein (2019, Chapter One), Kendall (2020, “Race, Poverty, and Politics”), Huck (2011, Chapter 2) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none">• Assignment 2 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none">• Data collection
April 14	<p>Module 3: Reading Published Research</p> <p><i>Readings:</i></p> <ul style="list-style-type: none">• D’Ignazio and Klein (2019, Chapter Three), Huck (2011, Chapter 1) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none">• Assignment 3 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none">• Measures of center

<p>April 21</p>	<p>Module 4: Data Visualization <i>Readings:</i></p> <ul style="list-style-type: none"> • D’Ignazio and Klein (2019, Chapter Two), Hill, Kennedy and Gerard (2016), Hill (2017) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 4 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none"> • Data representation
<p>April 28</p>	<p>Module 5: Presentations and Constructive Feedback <i>Readings:</i></p> <ul style="list-style-type: none"> • D’Ignazio and Klein (2019, Chapter Four) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 5 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none"> • Measures of spread
<p>May 5</p>	<p>Module 6: Modeling and Relationships <i>Readings:</i></p> <ul style="list-style-type: none"> • D’Ignazio and Klein (2019, Chapter Seven), Huck (2011, Chapter 3), Tysick (2004) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 6 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none"> • Bivariate data, quantitative

<p>May 12</p>	<p>Module 7: Sampling and Surveys <i>Readings:</i></p> <ul style="list-style-type: none"> • D’Ignazio and Klein (2019, Chapter Five), Kendall (2020, “Hunger”), Huck (2011, Chapter 5), Case Study: Welfare Reform in Washington State (A) Harnois (2013) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 7 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none"> • Probabilities
<p>May 19</p>	<p>Module 8: Estimations and Confidence Intervals <i>Readings:</i></p> <ul style="list-style-type: none"> • Huck (2011, Chapter 6), Kendall (2020, “It’s raining patriarchy”) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 8 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none"> • Confidence intervals one sample
<p>May 26</p>	<p>Module 9: Testing Hypotheses <i>Readings:</i></p> <ul style="list-style-type: none"> • D’Ignazio and Klein (2019, Chapter Six), D’Ignazio and Klein (2019, Our Values and Metrics for Achieving Them), Huck (2011, Chapter 7), Huck (2011, Chapter 8, Only read “The Seven-Step Version of Hypothesis Testing” AND “The Nine-Step Version”) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Assignment 9 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none"> • Tests of significance

June 2	<p>Module 10: Statistical Testing and Presentations</p> <p><i>Readings:</i></p> <ul style="list-style-type: none">• D’Ignazio and Klein (2019, Conclusion), (Kendall, 2020, “Allies, anger, and accomplices), Huck (2011, Chapter 10) <p><i>Assignments Due:</i></p> <ul style="list-style-type: none">• Assignment 10 <p><i>Assessment quiz due by Sunday night before start of class:</i></p> <ul style="list-style-type: none">• Comprehensive Assessment of Outcomes Post-Test
--------	---