Feminist Approaches to Methods and Evaluation

Course Reference Number (4): 10299
Fall Quarter: Tuesdays, 6–10pm
4 Credit Hours
Online (Zoom & Canvas)

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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 citizens.

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 feminism into decisions about data collection and reporting.
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.

- All 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.

- All readings are accompanied by an audio version of the text accessible through SoundCloud, so that you can complete the readings while away from your computer screen, or complement your reading of the text with audio support.

- 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

TESC Student Conduct Code

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.
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.

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](https://www.evergreen.edu/policy/religious-observance)
Assignments

Weekly Assessment Quizzes

Each week, everyone will complete a short weekly quantitative reasoning assessment due by Sunday of each week before class. Your scores on these quizzes are not part of your evaluation, and are used only to assess average quantitative reasoning levels for different topics before we discuss them in class. For each assessment quiz, I will make a short video with the aggregated answers for us to review together in class, as well as post the videos to Canvas for you to review later.

Shared Annotation in Perusall

As there is no requirement to purchase books for this class, readings are provided at no cost to you online through Perusall. Perusall is an online tool that facilitates shared reading and learning in an online environment. Instead of reading alone, you will be reading with everyone in the class, as well as your faculty, contributing to a shared learning environment. All readings utilizing Perusall are required and count towards your evaluation.

Please make sure you are meeting the following requirements for each week’s readings in order to get full credit. For the group of readings each week:

1. At least one original contribution that engages in critical thinking and makes a substantive contribution about some part of the reading.

2. At least one response to the original contributions of other students.

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. Details of all written assignments will be available in Canvas upon registration.
Assignment 1: Reflective Memo
2 pages

Assignment 2: Washington State Data Book
2 pages

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

Assignment 4: Data Visualization
Links or Files plus two paragraph discussion

Assignment 5: Preliminary Presentations and Constructive Feedback

Assignment 6: A Model for Feminist Research
1–2 pages, depending on format

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
PowerPoint or other Presentation of at least 10 slides and additional materials as needed
### 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.

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<th>Session</th>
<th>Content</th>
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<td><strong>September 28</strong></td>
<td><strong>Introductions, Course overview</strong></td>
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<td><strong>Readings:</strong></td>
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<td>1. <a href="#">D’Ignazio and Klein</a> (2019, “Why Data Science Needs Feminism”)</td>
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<td>2. <a href="#">Kendall</a> (2020, “Solidarity is still for White Women”)</td>
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<td><strong>Assignments Due:</strong></td>
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<td><strong>Assessment quiz due by Sunday night before start of class:</strong></td>
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<td>• Comprehensive Assessment of Outcomes Pre-Test</td>
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<td><strong>October 5</strong></td>
<td><strong>Module 2: Descriptive Statistics</strong></td>
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<td><strong>Readings:</strong></td>
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<td>1. <a href="#">D’Ignazio and Klein</a> (2019, “The Power Chapter”)</td>
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<td>2. <a href="#">Kendall</a> (2020, “Race, Poverty, and Politics”)</td>
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<td><strong>October 12</strong></td>
<td><strong>Module 3: Reading Published Research</strong></td>
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<td>1. <a href="#">D’Ignazio and Klein</a> (2019, “The Numbers Don’t Speak for Themselves”)</td>
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<td>2. <a href="#">Kendall</a> (2020, “How to Write about Black Women”)</td>
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<td>October 26</td>
<td>Module 5: Presentations and Constructive Feedback</td>
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<td>November 2</td>
<td>Module 6: Modeling and Relationships</td>
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Module 7: Sampling and Surveys
Readings:
2. Kendall (2020, “Hunger”)
4. Case Study: Welfare Reform in Washington State (A)

Assignments Due:
- Assignment 7

Assessment quiz due by Sunday night before start of class:
- Sampling Variability

Module 8: Estimations and Confidence Intervals
Readings:
2. Harnois (2013b)

Assignments Due:
- Assignment 8

Assessment quiz due by Sunday night before start of class:
- Confidence intervals one sample

Module 9: Testing Hypotheses
Readings:
1. D’Ignazio and Klein (2019, “Collect, Analyze, Imagine, Teach”)

Assignments Due:
- Assignment 9

Assessment quiz due by Sunday night before start of class:
- Tests of significance
December 7

| Module 10: Statistical Testing and Presentations
| Readings:
| 2. Kendall (2020, “Allies, anger, and accomplices”)
| 3. Huck (2011, “Chapter 10: Inference for One or Two Means”)  
| Assignments Due:
| • Assignment 10
| Assessment quiz due by Sunday night before start of class:
| • Comprehensive Assessment of Outcomes Post-Test

NOTES ON READINGS

• All readings will be posted to Canvas
• Three texts are available online through Canvas: D’Ignazio and Klein (2019), Kendall (2020), and Huck (2011).

Readings


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


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