Feminist Approaches to

Measurement and Evaluation

Course Reference Number (4): 30378

April 12–14, May 24–26, 5–9p Fri, 9a–5p Sat/Sun

4 Credit Hours

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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.

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 READINGS:
The primary text is available online through Canvas: D'Ignazio and Klein (2019)
All journal articles or web links will be posted to Canvas

There is one book to purchase: Huck (2011)
All books are also available on Open Reserve through the Evergreen Library.

Readings

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

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

Course Policies:

- **Evaluations**

    - Students will be evaluated based on regular attendance and reading, timely and thoughtful submission 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 (four 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.

Laptop and Electronic Device Policy

Laptops and Electronic Devices are *not permitted* during class presentations and discussions. They will be *essential* for in-class exercises, which will be announced. Research indicates that the use of laptops during class decreases interferes with the learning process for students, leading to lower levels of understanding and engagement with the learning community. Further, research indicates that the presence of laptops is distracting to other students, harming their ability to learn as well. For more information on the rationale for this policy, please read: `https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html`

The following are the only exceptions to this policy:

- Students with Accommodation Letter from Access Services.

- Specific in-class exercises which require use of a laptop, only as noted by the instructor.

Quizzes

Quizzes are demonstrated to be important mastery of statistical concepts. In class, quizzes will be administered regularly as the basis for collaborative learning. Between classes, Canvas-based quizzes will be required as a study tool connected with the readings and developing project. In this class, quizzes will be short, informational, and directly connected to your ongoing data projects.

Written Assignments

Subject to change.

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate a 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 on Your Experience with Statistics and Data

Assignment 2: Final Project Proposal

Assignment 3: Research Paper Analysis

Assignment 4: Descriptive Data Analysis

Assignment 5: Presentation of Final Project Proposal

Assignment 6: Quiz Design

Assignment 7: Data Visualization

Assignment 8: Final Assignment Highlights and Class Presentation

Final Paper: Due May 31