

Appendix 1

BLACK WOMEN: STATUS, ACHIEVEMENT, IMPACT, POLITICAL SCIENCE 318

The honors elective course, “Black Women: Status, Achievement, Impact,” is an interdisciplinary seminar that encourages the student’s critical thinking and learning about the participation of African American women in the politics of the United States. The course focuses on African American women’s participation from systemic, organizational and individual perspectives. The course explores the nature and extent of the political power of African American women as “Sister Citizens.”

The course covers three major areas. There is an interdisciplinary exploration of the status, achievement, and impact of African American women in the American political system. Students critically think and learn about political behaviorism and African American women. Students critically think and learn about the Black women’s quest for equality through coalitions, movements, interest groups, political parties, and elections. Students assess Black women’s participation in American institutions and processes.

The purpose of the Data Science Module Learning Activity is to introduce students to the power of data science to provide insight for political science questions. Students will develop and refine statistical models, then interpret findings and any caveats. Students will be trained in the data science workflow to turn data into actionable insight and communicate findings. Another purpose of the Data Science Module Learning Activity is to draw students’ attention to career pathways in data science. Black Women: Status, Achievement, Impact students will be encouraged to think about participating in pipeline quantitative programs that develop their data science skills.

The module is two-weeks long. First, students will define this research question: Using life expectancy as one important measure of the quality of life, what are the factors that lead to high life expectancy among African American women in the State of Georgia? An additional research question is: Should a policymaker or government official invest more in health services or in other political or economic policies to improve life expectancy?

Second, students will collect and/or identify available data sources to answer and analyze the life expectancy questions. They will then combine their data with data from The Henry J. Kaiser Family Foundation Reports from 2003 to 2018 (Kaiser Family Foundation 2019). They will examine: 1) racial and ethnic disparities at the Georgia state level; 2) the distribution of women ages 18 to 64 by race/ethnicity; 3) health insurance coverage for women ages 18 to 64 by race/ethnicity; 4) eleven health status indicators; 5) eight access and utilization indicators; 6) five social determinants; 7) twelve health care payments and workforce indicators.

Third, students will create and present in class “life expectancy in Georgia” data visualizations similar to the graphics created by Dr. W.E.B. DuBois (a professor at the university center) in the early twentieth century. Students will explore some of the DuBois graphics to inspire their data science projects (for example, see Battle-Baptiste and Rusert 2018).

Appendix 2

FACULTY WORKSHOP ON DATA SCIENCE

Over the summer, Spelman's CPI held a one-day workshop for social science faculty interested in data science. Nearly all Political Scientists attended. The application process required faculty to state their interests in data science and to commit to ideating, preparing and teaching a course module on the topic. To prepare for the workshop, faculty were asked to design a draft module and to download R and RStudio. The faculty were given a stipend for taking part in the program, which was paid in two installments – first, for participating in the workshop and the second, for creating a data science course module to be embedded into the existing curriculum. Although the workshop was organized by local faculty and was held locally, it was led by two data science experts from NORC.

The agenda for the workshop initially invited the attendees to give their background and to discuss their data science interests, followed by a short general overview of data science in the social science context. However, most of the day focused on hands-on-activities and training tracking the data life cycle. We began with data acquisition, reviewing traditional primary data collection and data integration. We discussed data processing, including data linkage, data management, and data quality. We followed by discussing analysis, including statistical and machine learning methods. Finally, we talked about the presentation of data through data visualization and dashboards. The training was relatively brief though not introductory.

In the last part of the workshop, participants were asked to discuss their modules on an individual basis with the NORC experts. Each module received careful attention and critique, as well as a follow-up. The follow-up included additional resources, but also access and additional communication with the experts as faculty continued developing their ideas. The timing of the workshop at the beginning of the summer allowed the faculty additional time to further their work on the modules, which were due at the end of the summer. Overall, the program allowed faculty to deepen their interests and to connect those interests in specific ways with their teaching.