Syllabus: Last Revised August 22, 2020

U25 Pol Sci 3232 01: Introduction to Data Analytics for Public Policy and Politics

University College
Department of Political Science
Washington University in St. Louis
3 credit hours
Fall 2020 online

Instructor: Joseph G. Frank, PhD
(email: jgfrank@wustl.edu phone: 314-935-8680 (office) or 314-562-4033 (mobile))

Office Hours: 8:30 AM to 4:30 PM, Monday to Friday, via Zoom, Microsoft Teams, or telephone.
I have a full-time staff job with WashU, and I am working remotely through at least 1/1/21 in that role.

Course Information:
Location: FULLY ONLINE! At https://wustl.instructure.com/courses/53931
Dates: September 14, 2020 through December 22, 2020 (excluding Holidays as noted)
Format: Fully online, asynchronous, with NO in-person component and NO required Zoom times.

Course Description: The goal of this course is to establish a baseline understanding of the qualitative and quantitative techniques, tools, and processes used to wield data for effective decision-making in government, politics and the nonprofit sector. Its approach focuses on pragmatic, interactive learning using logical methods, basic tools, and publicly available data to practice extracting insights and building recommendations. It is designed for students with little prior statistical or mathematical training and no prior experience with statistical software.

Required Textbook:

Info about additional readings will be made available as the dates approach. More details on Canvas. Also some software downloads and/or website logins will be required. Although you will need to set up yourself to access ArcGIS, Tableau and R, student licenses will be free of charge. You may need to confirm that your computer has sufficient memory and hard drive space to accommodate these.

Grading & Key Dates:
25% Participation in Canvas discussion boards (A new board for almost every module)
15% Problem Sets for most modules about a topic related to the readings.
15% Presentation (7-10 slides, due 10/09) & Report (3-5 pp., due 10/11) on Current Data Controversy.
15% In-Depth Presentation (about 15 slides, on final data project topic, posted on 12/21)
30% Final Data Project includes topic (10/19), outline (11/25), draft (12/13), final paper (12/22).

Course Learning Goals and Overall Framework:
Data Analytics for Government, Politics, and the Nonprofit Sector
- Decision-making is increasingly based on data rather than just intuition;
- The decisions made using data have wide-ranging consequences;
- Understanding both the tools used for data analytics and the mindset of data analysts is crucial to influencing public policy in the 21st Century.

Overview of Key Tools in Use Today for Data Analysis
- R and Stata – fundamental statistics
- Tableau and ArcGIS – data visualization and geo-data
- Qualtrics and related survey administration and analysis programs

Public Policy Problems that Relate to the Application of Data Science include
- Bias in Artificial Intelligence (AI)
- Data and the “right to be forgotten” (EU GDPR, California Consumer Privacy Act)
Ground Rules:
This class will involve considerable online discussion. Please be sure to get started as early as possible on each module, starting with the brief introductory module that runs September 14 through 20. I realize that life can get in the way of completing course materials at times; but especially during the first day or two of each module, it is important to login to the Canvas site and start on assignments and readings early.

In class discussions on Canvas, please treat your classmates and me, the instructor, with respect. Also, don’t forget at the end of the semester to complete online course evaluations. 
https://registrar.wustl.edu/washu-course-evaluations/

Netiquette Statement
This is a FULLY ONLINE course. It is important to respect classmates and the instructor in all interactions, including online and e-mail conversation, as well as in face-to-face conversations if applicable.
• Remember: It is often difficult to read tone online. For example, ALL CAPS is considered “yelling.”
• Please use proper grammar, punctuation and spelling when writing e-mails.
• Always take time to re-read an email through the eyes of its potential recipients before you send it so that you can make sure it is neither confrontational nor potentially offensive.
• Please refer to the student conduct guidelines in the University Student Conduct Code and the Computer Use Policy for further guidance.

Attendance/Participation Policy
• Attendance and participation for this course consists of the following:
  o Active participation on Canvas discussion boards for each module, as detailed online.
  o Regularly (at least 3 times per week) accessing the course Canvas site and materials.
  o Responding within 72 hours to e-mails sent by the instructor to your WUSTL e-mail.
  o You should expect to spend 4-5 hours per week on this course; some of that time should be reflected in the amount of time you spend logged on to the course Canvas site.
• If you do not participate during any given week, you will be marked as absent for that week.
• More than two absences will decrease your participation grade and your overall course grade.
• Washington University rarely cancels classes due to inclement / severe weather conditions, and fully online classes are even more rarely cancelled. Check https://emergency.wustl.edu/ if you have questions about class cancellations due to weather. Also, make sure you are signed up to receive text messaging alerts or use the WUSTL mobile application.
• Please notify me as soon as possible when you know you will have any absence(s).
  o If you have recurring travel requirements (work, military service, family illness, etc.) please notify me as early as possible so we can make alternative arrangements to complete work.
  o Most students will be able to complete online assignments even while traveling; however, if that is not possible for you, please let me know as soon as possible.
• You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course.
  o I am able see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom.
  o The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters.
  o Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.
What You Can Expect from Me as the Instructor

Remember, this is a fully online course. I will respond to your e-mail within 48 hours, sometimes sooner. Generally, a request for an extension submitted less than 12 hours before an assignment is due, will be denied. I typically grade and provide feedback on assignments within 1 week after the due date. However, if you submit work late, the grading may take longer because I must move on to the next topic. WUSTL E-mail (jgfrank@wustl.edu) is the best way to reach me – however, for questions about your grades and assignment-specific questions, Canvas Inbox is my preferred communication method. We can also schedule time to meet in person or talk over the phone, if you prefer.

Overall Course Schedule

Subject to change as deemed necessary by the instructor. Updated versions of the syllabus will be posted on the Canvas site and announced as necessary.

All references to Chapter numbers are from the Agresti textbook. Dates subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading / Assignments</th>
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<tbody>
<tr>
<td>UNIT 1: ORIENTATION: The Purposes and Uses of Data Analytics</td>
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<tr>
<td>9/14 to 9/20</td>
<td>Introduction to data analytics for public policy.</td>
<td>Syllabus, Ch 1. Discussion Board.</td>
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<td>UNIT 2: Fundamental Statistical Concepts Used in Public Policy and Politics</td>
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<tr>
<td>9/21 to 9/27</td>
<td>Sampling and Probability</td>
<td>Ch 2 and 3. Discussion Board.</td>
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<td>UNIT 3: How Data Analytics for Public Policy Differs from Data Analytics for Political Campaigns</td>
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<td>10/5 to 10/11</td>
<td>Using Data to Inform Decisions vs. Manipulating (?) Data to Get Out the Vote.</td>
<td>Ch 5. Problem set due.</td>
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<td>UNIT 4: Intro to R and Stata: Statistical Software Tools</td>
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<td>UNIT 5: Intro to Tableau and ArcGIS: Data Visualization Tools</td>
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<tr>
<td>11/26 to 11/29</td>
<td>Thanksgiving Break (Thursday – Sunday only)</td>
<td>No assignments due.</td>
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<td>UNIT 6: Intro to Survey Data Management</td>
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<td>11/30 to 12/06</td>
<td>Qualtrics, SurveyMonkey and other tools for running surveys.</td>
<td>Ch 11 &amp; 12 Discussion Board.</td>
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<td>UNIT 7: Course Wrap-Up</td>
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<tr>
<td>12/14/20 to 12/18/20</td>
<td>Connecting to policy and politics: How can these tools be used for “good” or for “evil”?</td>
<td>Readings TBD, See Canvas. Discussion Board.</td>
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Detailed Course Outline Adjusted Due to the New Fall Schedule for University College

1. **Unit #1 = ORIENTATION** (September 14 to 20, 2020; First 7 days of semester)
   a. READ the syllabus!
   b. Send an email to the instructor (jgfrank@wustl.edu) confirming you understand the expectations and asking any questions you have at this point about the syllabus and course expectations. **Due 9/20.**
   c. Obtain Agresti textbook. eText or print, either way is fine with me.
   d. Become familiar with the course Canvas site and how the modules are organized. **(Some modules’ content will be added later during the semester.)**
   e. Participate in *Welcome to Data Analytics* discussion board **Due 9/17 & 9/20.**
   f. Complete *Academic Integrity & Citation* assignment.
   g. Read Chapter 1 of Agresti textbook.
   h. Review the “exercises” at the end of chapter 1, but don’t turn in anything this first unit; a few of these will be included in the problem set due for Unit 2.
   i. ASK QUESTIONS NOW before we get too far along into the semester! jgfrank@wustl.edu

2. **Unit #2 Statistical Sampling and Probability** (Lasts 2 weeks, September 21 through October 4.)
   a. Read Chapters 2, 3 and 4 of Agresti textbook.
   b. Participate in discussion board about *Understanding Probability Concepts* **Due 9/24 & 9/27.**
   c. Complete first problem set of the course, detailed instructions on Canvas but in general this will consist of selected exercises from Chapter 1 through 4 of the Agresti textbook. **Due 10/4.**
   d. Start working on the Current Data Controversy paper and presentation, due in Unit 3.

3. **Unit #3 Data for Public Policy and Data for Politics** (Lasts 1 weeks, October 5 through 11.)
   a. Read *New York Times* articles (provided on Canvas) about Cambridge Analytica.
   b. Read Chapter 5 of Agresti textbook.
   c. Complete a brief problem set selected from chapter 5 (detailed instructions on Canvas). **Due 10/11.**
   d. Current Data Controversy project – beyond Cambridge Analytica
      i. Pick a topic that’s been in the news in the past 5 years or so about how politicians, governments, and/or other organizations working to influence public policy, have used data and analytics to achieve their goals.
      ii. Tell us what happened, how it helped them get what they wanted, and if there were any negative consequences. This may also include topics like data privacy.
      iii. Use at least 3 sources (can include news articles, books, journals, etc.)
      iv. Post 7 to 10 slides on the Current Data Controversy discussion board **Due 10/9.**
      v. Then comment on a classmate’s presentation on that same discussion board **Due 10/11.**
      vi. Write a 3 to 5 page paper about your Current Data Controversy. **Due 10/11.**

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**UNIT 8: Final Project (Due During University College Final Exams Period)**

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Instructions</th>
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<tbody>
<tr>
<td>12/21/20 to 12/22/20</td>
<td>Student presentations</td>
<td>Post &amp; discuss on Canvas.</td>
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<tr>
<td>12/22/20</td>
<td><strong>FINAL PAPER DUE by 11:59 PM.</strong> No class held.</td>
<td>(Canvas submission required.)</td>
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</tbody>
</table>
4. **Unit #4 Intro to R and Stata: Statistical Software Tools** (Lasts 4 weeks, October 12 through November 8.) This is definitely an introduction and NOT the level of depth you’ll get from a full semester course on these important software tools.
   a. Download and install R and R-Studio (Free!). Instructions will be provided on Canvas.
   b. Stata – details TBD. Since this is a fully online course I am checking with University College to see what options we have, I don’t want you to pay for a $48 6-month license.
   c. Read Chapters 6, 7 and 8 in Agresti textbook.
   d. Additional readings about how to use R will be provided on Canvas.
   e. Participate in discussion board about *Picking the Right Tool for Your Data* Due 10/22 and 10/25.
   f. Submit Final Paper Topic Due 10/19.
   g. Complete problem set based on selected exercises from Chapters 6, 7 & 8 Due 11/08.

5. **Unit #5 Intro to Tableau and ArcGIS: Data Visualization Tools** (Lasts 3 weeks, November 9 through November 25.)
   a. Download and install Tableau Student (Free for 1 year for students). Instructions will be provided on Canvas.
   b. Download and install ArcGIS (Free for students) using the WashU Site License. Instructions will be provided on Canvas.
   c. Read Chapters 9 and 10 in Agresti textbook.
   d. Additional readings about how to use Tableau and ArcGIS will be provided on Canvas.
   e. Participate in discussion board about *Data Visualization Tools* Due 11/12 and 11/15.
   g. Complete problem set based on selected exercises from Chapters 9 & 10 Due 11/25.

No class deadlines during Thanksgiving Break (Thursday, November 26 through Sunday, November 29).

6. **Unit #6 Intro to Survey Data Management** (Lasts 2 weeks, November 30 through December 13.)
   a. Explore Qualtrics (using WUSTL login) and a few other tools (if downloads are required, instructions will be provided on Canvas but these will be free software tools only).
   b. Read Chapters 11 and 12 in Agresti textbook.
   c. Participate in discussion board about *Problems with Survey Data* Due 12/03 and 12/06.
   e. Complete problem set based on selected exercises from Chapters 11 & 12 Due 12/13.

7. **Unit #7 Course Wrap-Up: Data Policy** (Lasts 1 week, December 14 through December 18.)
   a. Readings TBD (will be posted on Canvas).
   b. Participate in discussion board about *Data Governance* Due 12/16 and 12/18.

Last Day of Classes December 18, 2020

8. **Unit #8 Final Project** (During UC Final Exam Period, December 19 through December 22.)
   a. Post approx. 15 slides on the Final Presentation discussion board Due 12/21.
   b. Then comment on a classmate’s presentation on that same discussion board Due 12/22.
Grading Scale for This Course
Each student’s grade will be based on the percentage of points earned out of the total possible points.

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<thead>
<tr>
<th>Grades</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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Appendix 1: Policies

Notice on Technical Requirements and Supported Browsers

- Canvas works best in the most recent version of all major browsers. You can also double-check that your browser is supported.
- Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support
This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:
- Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
- Call the Canvas Support Line (Students) +1-844-865-2581

Statement Regarding Course Evaluations
I sincerely value your feedback about this course. University College students are encouraged to submit course evaluations at midterm and end-of-semester.

Statement Regarding Grades of “Incomplete”
Grades of incomplete are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making
satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

Statement Regarding Academic Honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy. All students are expected to abide by proper citation and attribution techniques.

Please refer to the Washington University undergraduate student academic integrity policy at: https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/; and to the University College undergraduate student academic integrity policy at: https://ucollege.wustl.edu/resources/student/academic-integrity-policy for additional guidance.

Although this is a fully online course, if you come to campus anyway, you must comply with...

COVID-19 Health and Safety Protocols for Fall 2020

Exceptions to course policies, expectations, and requirements (including attendance and assignment deadlines) because of a COVID-19 diagnosis, symptoms consistent with COVID-19, or exposure to a person with a confirmed or suspected COVID-19 diagnosis will be made in collaboration between you (the student) and me (the instructor). Please contact me as soon as possible to discuss appropriate accommodations.

All students on the Danforth Campus are required to complete the self-screening and reporting before each time that they come to campus (no more than 2 hours before you arrive on campus). To complete the screening questionnaire, visit WashU COVID-19 Screening for campus access and log in with your WUSTL Key. If you are also a University employee, make sure to follow the instructions given to employees in your department. While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at https://covid19.wustl.edu/health-safety/. This includes:

- Complying with physical distancing requirements at all times and adhering to signage and environmental cues. This includes not congregating before or after class as well as during breaks or class activities.
- Complying with universal masking. All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices; hallways; stairwells; elevators; meeting rooms; classrooms; restrooms; and when in campus outdoor spaces unless they can maintain six feet of physical distance from others. In the event that a student cannot wear a mask due to a medical condition or other concerns, they should consult with their academic advisors.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60%
alcohol.

- Complying with cleaning and sanitation protocols. Students may be responsible for wiping down common surfaces after use, particularly those that might be shared with others (e.g., classroom desks). Instructions for sanitizing technology equipment can be found here.

Any Danforth Campus student who is currently diagnosed with COVID-19, is experiencing symptoms consistent with COVID-19, or has had direct contact with a person with a confirmed or suspected COVID-19 diagnosis must remain home and isolate themselves from others. Students who have symptoms and/or do not pass the screening protocol described below must call the Habif Health and Wellness Center at 314-935-6666 for additional instructions.

**Fall 2020 Election**

There is a federal election happening on **November 3, 2020**. If you would like to register to vote prior to the election, you can do so at wustl.turbovote.org. If you are ineligible to vote, you can still participate by referring your friends who are eligible to the TurboVote link to register. Additionally, everyone can contribute to the campus energy surrounding voting by starting dialogue with your peers about the importance of voting, educating yourself on American democracy and the ways certain policies affect you and others, and participating in year-round forms of civic engagement beyond voting. If you have any questions about the voting process, please reach out to washuvotes@wustl.edu for assistance.

**University-Wide Policies**

**Statement on Military Service Leave**

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: [https://veterans.wustl.edu/policies/policy-for-military-students/](https://veterans.wustl.edu/policies/policy-for-military-students/).

**Preferred Names and Gender Inclusive Pronouns**

In order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See: [https://students.wustl.edu/gender-pronouns-information/](https://students.wustl.edu/gender-pronouns-information/), [https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/](https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/).

**Reporting Sexual Assault**

If a student discusses or discloses an instance of sexual assault, sexual discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, they will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director, at (314) 935-3118, jwkennedy@wustl.edu.
Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555. Students who wish to speak with a confidential resource may wish to reach out to the Relationship and Sexual Violence Prevention Center (RSVP) at 935-8761 or by visiting the 4th floor of Seigle Hall.

Accommodations for Sexual Assault
The University is committed to offering reasonable academic accommodations (e.g., a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you a student needs to request such accommodations, please have them contact the Relationship and Sexual Violence Prevention Center (RSVP) at rsvpcenter@wustl.edu or (314) 935-3445 to schedule an appointment with an RSVP confidential and licensed counselor. Information shared with counselors is confidential. However, requests for accommodations will be coordinated with the appropriate University administrators and faculty.

Accommodations for Disabled Students
Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL’s Disability Resources (https://students.wustl.edu/disability-resources/). Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or disabilityresources@wustl.edu.

Emergency Preparedness
Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms for specific emergency information and instructions. For additional Information and EAP maps, visit emergency.wustl.edu. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WUSTL app and enable notifications.

To report an emergency:
Danforth Campus: (314) 935-5555
School of Medicine Campus: (314) 362-4357
North/West/South and Off Campus: 911 then (314) 935-5555

Resources for Students

Disability Resources
At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: https://students.wustl.edu/disability-resources/.
The Writing Center
The Writing Center, located in Olin Library, offers free one-on-one writing tutorials to WashU students, as well as workshops designed to help students become better writers. The Writing Center staff can assist by providing feedback on the strength of an argument, clarity, and organization. Contact them at 935-4981 or writing@wustl.edu.

The Learning Center
The Learning Center works collaboratively with University partners to provide undergraduate students key resources, like academic peer mentoring, to enhance their academic progress. Contact them at learningcenter.wustl.edu to find out what support they may offer for your classes.

Mental Health Services
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student’s academic experience. These include conflicts with or worry about friends and family, concerns about eating or drinking patterns, and feelings of anxiety and depression. For more information, visit: www.students.wustl.edu/mental-health-services/.

Relationship and Sexual Violence Prevention Center (RSVP)
The Relationship and Sexual Violence Prevention Center (RSVP) offers support for those who have experienced sexual violence, sexual misconduct, dating violence, domestic violence or stalking. RSVP can help those who are not sure what steps they wish to take to respond to their experiences. They offer confidential support and can help arrange for necessary classroom accommodations. To get help, contact the RSVP Center at 935-3445 or rsvpcenter@wustl.edu. Their office is located in Seigle Hall, Suite 435.

Bias Report and Support System (BRSS)
The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. To report an instance of bias, visit www.brss.wustl.edu.

WashU Cares:
WashU Cares, within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to helping create a culture of caring. Through proactive, collaborative, and systemic approaches, they work with students to identify interventions, resources, and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on their website. See: https://washucares.wustl.edu/.

Center for Diversity and Inclusion (CDI)
The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: https://diversityinclusion.wustl.edu/.
Academic Support
All University College students are encouraged to take advantage of the following Academic Support services on campus. Please let me know if you have questions about how online students can access these services and resources. You will most likely need to make an appointment if you plan to use any of these resources in person, and the hours of operation are more limited than normal, during fall 2020.

- **Cornerstone:** Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, staff, and post-docs.

- **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, public access computers, and so much more.

Student Accommodations
Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise.

Inclusive Learning Environment Statement
The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.
General Tips for Success in the Online Classroom
Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to access the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED.** Bookmark our course websites (Canvas, other websites indicated by instructor). Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. **SHOW UP & ASK QUESTIONS.** Visit me in office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via collaboration software or phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

5. **DO THE READING.** The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of... which will prepare you to participate in the classroom discussion forums.

6. **STUDY “OFFLINE” SOMETIMES.** Although this is an online course, you need not do all your studying online. Spend time studying away from the computer by taking notes on the readings.

7. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide to better understand how to pace yourself appropriately.

8. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but if you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

Guidelines for Discussion Forum Participation

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.

2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are
important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over several days within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact with your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.

5. Finally, the discussion forums are meant to be fun! Check in often to communicate with your classmates and me.

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Appendix 2: Instructor Biography

**Joseph Goeke Frank, PhD, CCP, GWCCM**

Adjunct Instructor, University College  
Adjunct Lecturer, Olin Business School  
Senior Manager, HR Reporting & Compliance  
Workday Report Writer, MyDay Project  
Washington University in St. Louis

Also:  
Adjunct Associate Professor, Walker School of Business & Technology  
Webster University  
Adjunct Instructor, Master’s in Public Policy Administration  
University of Missouri-St. Louis  
Adjunct Instructor, Eckelkamp College of Global Business  
Fontbonne University

I am Dr. Joe Frank, your instructor for this term! My day job is as Manager, HR Reporting & Compliance in the Human Resources department of WUSTL. But I also do many other things, and I have a wide variety of experiences that hopefully will prove interesting to you.

**Current position:**  
I have extensive experience in a variety of industries, including education, healthcare, economic development, politics, and state and local government. I have worked in HR at WashU since May 2011, starting at the School of Medicine and now University-wide. In these positions, I provide HR metrics, reporting and analytics services to a variety of senior managers and executives within the School of Medicine and the University, as well as day-to-day compensation analysis, reporting and job analysis responsibilities.  
Since 2005, I’ve also served as Adjunct Instructor for University College, teaching a variety of courses in political science, sustainability, American studies, and contract management. At Webster University, I teach data analytics courses in the masters’ program in forensic accounting; and at Fontbonne University, I teach HR and organizational behavior.
Past Experience:
My past experience includes service as a non-tenure-track faculty Procurement Specialist with the Missouri Procurement Technical Assistance Centers program of University of Missouri Extension. In this position, I helped local small businesses (primarily minority-owned and woman-owned firms) get Federal and state government contracts totaling over $124 million. Previously, I was Staff Associate for the Greater St. Louis Regional Empowerment Zone, and Community Information Specialist (web applications developer and community outreach/training specialist) for the City of St. Louis Community Information Network within the City of St. Louis Information Technology Services Agency. I also have experience working with a variety of city government agencies in St. Louis, as well as on several political campaigns.
I have spoken at numerous conferences over the years, including the Global Big Data Conference; National Association of County Collectors, Treasurers and Finance Officers; Urban and Regional Information Systems Association; Midwest Political Science Association; Southern Political Science Association; Beyond the Professoriate; and Higher Education Data Warehousing Forum.

Education and Training:
I hold the Certified Compensation Professional designation from WorldatWork; and the George Washington Certified Contracts Manager designation from George Washington University School of Business in Washington, DC.

And I have a Ph.D. in political science and an M.A. in political science from Washington University in St. Louis! As well as a B.A. in political science, a B.S. in public policy administration, and a certificate in non-profit organization leadership and management, all from the University of Missouri-St. Louis. I was an exchange student at the University of the Western Cape in Cape Town, South Africa.
Here’s a fun photo from my time in Africa! This is actually Fish River Canyon, Namibia. I’m in the white t-shirt standing on the far right (this was in September 2000).

AND NOW FOR THE LESS FUN DISCLAIMER:

Subject to Change
This syllabus is subject to change at the discretion of the instructor to accommodate instructional, public health, and/or student needs. It is the student’s responsibility to keep abreast of such changes.

Extra “Subject to Change” Reminder for COVID-19 During Fall 2020

There is a great deal of uncertainty about how the fall 2020 semester will go. Whatever information I can share with you, I pledge to do so in as timely a fashion as possible. In general, you should expect that fully online classes will most likely proceed on schedule even if face-to-face instruction moves remote at short notice. However, if and when that occurs, I recognize that may impact your ability to complete assignments for this class in a timely fashion. Therefore, I am willing and able to discussion extensions to deadlines if necessary – although (unless you are ill) you still need to ask for extensions more than 12 hours before the assignment is due, as stated earlier in this syllabus.

I am here to support you and to be a resource for your education – both in this class and more broadly.

Thank you!