

Women and Gender Studies 3030 (formerly 321)- 42596
Feminist Methods of Analysis
Oakland University – Fall 2018

Instructor: Prof. Linda Bzhetaj (buh-zehh-tai)

T TR 10-11:47 a.m.

SFH 272

Office: Varner Hall

Office hours: Friday, 12-2

E-mail: gjokaj@oakland.edu

Program website: <https://www.oakland.edu/wgs/>

Important fall dates: <https://www.oakland.edu/registrar/important-dates/#tab-2>

Feminist Methods of Analysis

Catalog Description: This course will explore how connections among epistemologies, methodologies, and research methods are formed in traditional disciplines and the feminist critiques of these epistemologies. An introduction to a range of feminist research methods utilized by feminist scholars will be major areas of discussion. Prerequisite: WGS 1000 (200) or permission of instructor.

Texts:

1. *Feminist Research Practice: A Primer*, 2014 (2nd edition) Sharlene Hesse-Biber editor, Sage. [must be 2nd edition]
2. There are also readings on Moodle. Check the Moodle page to download. Students will need to bring copies of readings to class.

Assignments, readings and other information will be posted on the course Moodle page. You will submit your assignments on Moodle.

Course Description: This course is intended to provide students with a range of understanding and skills in designing research in Women and Gender Studies. This course is informed by the interdisciplinary nature inherent to the field of Women and Gender Studies and will emphasize research methods used in the fields of social sciences, education, and the humanities, as well as those that are unique to Women and Gender Studies. There is not one type of feminist research; feminist scholars in a variety of fields work to provide answers to complex research questions in a variety of ways. To be discussed are issues of the traditional construction of knowledge, ethical issues, and concerns facing feminist researchers. A major focus of the course will be research as a form of activism and path to empowerment.

Course goals:

Students will:

1. Learn the benefits and limitations of feminist, cutting edge and traditional research.
2. Gain the ability to undertake a formal research project.

3. Learn researching skills in order to gather relevant and appropriate background on their topics.
4. Analyze different methodological choices.
5. Adopt a methodology for conducting feminist research.
6. Develop skills in analytical writing and proper citation.
7. Learn to collect and analyze data.
8. Specific knowledge, skills and dispositions will be developed in:
 - The identification and formulation of a research question
 - A review of the relevant theory and research
 - Research design and methodology
 - Data collection and analysis
 - Ethical considerations of collecting and reporting of data
 - Reporting of data

Course Requirements:

Methods Assignments: (total 40%). Students will be asked to apply the methods described in class. Assignments to be handed out in class and discussed in detail. See syllabus for dates. There are a total of 4 methods assignments. Each will be due on a Monday morning submitted to Moodle.

Quizzes: (10% total). Students will have 5 in-class quizzes pertaining to the material assigned in the readings and discussed in class. These quizzes are not cumulative and only cover material since the last quiz. There are no make up quizzes and students can drop the lowest grade on one of the quizzes.

Article reports: (5% total). Students will write two article reports using Gender & Society - <http://gas.sagepub.com>. Each article report will be 2-3 pages and will follow a format provided by the instructor.

Literature review: (10% total). Students will draft a literature review of the scholarship relevant to their research question. Format and guidelines to be provided by the instructor.

Research Proposal and Presentation: (25% total). Students will write a formal research proposal with three sections.

Introduction:

- Background of problem/issue
- Definition of key terms
- Research question(s)
- Literature Review:
 - Relevant and related theory and research on topic
 - Rationale for engaging in topic

Methodology

- Information on how study will be conducted
- Methods used – why feminist methods?

- Theory justifying use of methods
- Subjects
- Instrumentation
- Data collection procedures
- Data analysis procedures
- Ethical issues of research

Students will present their research proposals using PowerPoint to the class. Presentations will be in scheduled in the last few weeks of class.

CITI Training: [5%] Students will complete the CITI training in ethical research as part of the section on Institutional Review Boards. The deadline for completing the training will be given in class. The link to the training will be provided on Moodle.

Participation: [5%] Class participation is essential and consists of active, involved participation, not simply attendance. Students may earn participation points through participating in class discussions, and coming prepared to class (having done the readings). Students with several absences will have their grades penalized. Students who attend class and participate regularly will have their grades enhanced. Texting during class will be considered an absence.

Evaluation:	<u>Points</u>	<u>% of grade</u>
In class quizzes (4 out of 5)	40	10%
Article reports (2 total)	20	5%
Literature review	40	10%
Methods exercises	160	40%
(4 each worth 40 points)		
In-depth Interview		
Field notes/Participant Observation		
Content Analysis		
Survey		
Research proposal and presentation	100	25%
CITI training	20	5%
Participation	20	5%
Total:	400	100%

GRADING SCALE:

Point Total	Percentage	Letter Grade
372-400	93-100%	A
360-371	90-92.9%	A-
348-359	87-89.9%	B+
332-347	83-86.9%	B
320-331	80-82.9%	B-
308-319	77-79.9%	C+
292-307	73-76.9%	C
280-291	70-72.9%	C-
268-279	67-69.9%	D+
240-267	60-66.9%	D
239 and below	59.9% or lower	F

**Women and Gender Studies
POLICY ON CLASSROOM CIVILITY**

The faculty of the Women and Gender Studies believe that classroom civility is a crucial aspect of a beneficial learning environment. The conduct of both students and professors should contribute to a classroom culture that is respectful, engaged, and productive. It is the responsibility of class members to maintain and protect the ethic of civility in the classroom, and accordingly the following guidelines for appropriate conduct will be applied.

- Turn off cell phones before class begins. If you need to leave your cell phone on, please inform the instructor. Students who text during class will be asked to leave and marked absent for the day.
- Refrain from side conversations and remarks during class. Students who disrupt class may be asked to leave in order to provide a positive learning environment for others.
- Treat other students and your professor with courtesy and respect.
- Address personal and class-related problems with your professor during office hours or outside of class. Students who need to leave early must inform the instructor at the beginning of class. Coming in late and leaving early without informing the instruction will affect your participation grade.
- Laptops will not be allowed to be used in class except when requested by professor.

Failure to follow these guidelines may result in corrective action by professors at their discretion.

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I am make appropriate changes to my language use in the classroom.

Plagiarism:

Because there are papers assigned in this class, all students will be required to complete a tutorial on plagiarism on the library website <https://library.oakland.edu/services/instruction/plagiarism-resources.html>). *In addition, a statement on authorship (below) will be required on the final paper.* The link to the tutorial will be posted on Moodle and the statement of authorship will be provided with each of the paper assignments. Students who are suspected of plagiarism will be immediately reported to the Dean of Students.

Statement:

I, _____ certify that I am the author of this paper and have acknowledged any assistance I had preparing this paper in full. I have cited all sources, including paraphrases and direct quotes. I have included a reference page which lists all citations. I have added quotation marks whenever I have used more than three consecutive words of another author. I have completed this paper specifically for this course.

Student Signature _____

Readings:

COURSE SCHEDULE

COURSE SCHEDULE

Week - Date		Topics and assignments	Readings [Readings are due on the date assigned]
1	TH 9/6	<p>Introductions and course overview</p> <p>What sort of questions do feminist researchers ask?</p> <p>To Do: Plagiarism tutorial to be completed by Tuesday, 9/11 – bring evidence of completion to class</p>	

2	T 9/11	<u>Feminist Research: An Overview</u> Handout: Article report format and guidelines Due: Documentation of completed plagiarism tutorial	Collins - "Learning from the Outsider Within" H-B – Chapter 1
	TH 9/13	<u>Epistemological Stances</u>	H-B – Chapter 2-3
3	T 9/18	<u>Interviews and Oral Histories– Overview</u> To Do: Decide on research topic for class papers Due: Article report #1 In class: Quiz 1	H-B – Chapter 7
	TH 9/20	<u>Interviews – How To</u> In-class exercise	Olson and Shopes – Crossing Boundaries Best – Methods from <i>Prom Night</i> Interview guide examples
4	T 9/25	<u>Focus Groups – Overview</u> Handout: Interviewing assignment Due: Article report #2	H-B – Chapter 8
	Th 9/27	<u>Focus Groups – How to</u> In-class exercise	Getrich et al – Viewing Focus Groups
5	M 10/1	Interview/focus group assignment due – submit to Moodle	
	T 10/2	<u>Ethnography – Overview</u>	H-B - Chapter 5

	TH 10/4	<u>Autoethnography</u> Guest speaker Jake Semma In class: Quiz 2 Handout: Ethnography Assignment	Semma – An Autoethnography
6	T 10/9	<u>How to – Ethnography</u> Guest speaker Jenny Lendrum	Weitz – “At the Salon” Lendrum – “Detroit’s Informal Community” “Amid Recovery from Detroit Uprising”
	TH 10/11	<u>Content Analysis – Overview</u> Handout: Final Project Assignment	H-B – Chapter 9
7	M 10/15	Ethnography Assignment – due on Monday – submit to Moodle	
	T 10/16	<u>Content Analysis – How to</u> In class exercise Handout :Content Analysis Assignment Handout: Literature Review Assignment	Moon – Christian Dating Books
	Th 10/18	<u>Doing a Research Proposal and Literature Review</u>	Kresge Library – Room 222 “Notes on Doing a Literature Review
8	M 10/22	Literature Review assignment due – on Moodle	
	T 10/23	<u>Content Analysis</u> In class assignment	Bring copy of literature review paper to class
	TH 10/25	<u>Survey Research – Overview</u> Handout: Survey	H-B – Chapter 10

		assignment	
		In class: Quiz 3	

9	M 10/29	Content Analysis assignment due – on Moodle	
	T 10/30	<u>Survey Research</u> – How to In class exercise	Sample demographic questions Barry – Generational Views of Sexual Orientation
	TH 11/1	Feminist Quantitative Methods Guest speaker – Dr. Wendi Johnson	
10	M 11/5	Survey Assignment due – on Moodle	
	T 11/6	<u>Community Action Research</u>	H-B Chapter 6
	Th 11/8	<u>Program Evaluation</u> In class: Quiz 4 Begin: CITI Training	H-B Chapter 11
11	T 11/13	<u>Methodological considerations</u>	Westbrook and Saperstein – “New Categories are not enough”
	Th 11/15	<u>Research and Informed Consent</u> Due: CITI Training (To be discussed in class)	Kirsch – “What Do you Know About My Life Anyway?”
12	T 11/20	<u>Ethics in Research</u>	Rupp and Taylor – “When the Girls are Men”
	TH 11/22	<u>Thanksgiving</u>	
13	T 11/27	Putting together your research project In class: Quiz 5	H-B Chapter 13
	TH 11/29	Final Presentations	

14	T 12/4	Final Presentations	
	TH 12/6	Final Presentations	Last official day of class

Final Projects Due: Tuesday, December 11 by 12pm (submit on Moodle)

Additional Readings Assigned:

Best, Amy, 2000, "Appendix A: Methods" pp. 171-84 in *Prom Night: Youth, Schools and Popular Culture*, New York: Routledge.

Bobel, Chris, 2010, "Methods" pp 181-88 in *New Blood: Third-Wave Feminism and the Politics of Menstruation*, Rutgers University Press.

Collins, Patricia Hill, 2008. "Learning from the Outsider Within: The Social Significance of Black Feminist Thought," pp. 308-19, in *Just Methods: An Interdisciplinary Feminist Reader*, ed. Alison Jaggar, Boulder, CO: Paradigm Publishers.

Getrich, Christina, and Anzia Bennett, Andrew Sussman, Angelica Solares, Deborah Helitzer, 2016, "Viewing Focus Groups Through a Critical Incident Lens," *Qualitative Health Research*, 26:6: 750-762.

Kirsch, Gesa, 1999, "What Do You Know About My Life, Anyway?: Ethical Dilemmas in Researcher-Participant Relations" pp. 25-44 in *Ethical Dilemmas in Feminist Research*, Albany, NY: State University of New York.

Olson, Karen and Linda Shopes, 1991, "Crossing Boundaries, Building Bridges" pp 189-204 in *Women's Words: The Feminist Practice of Oral History*, eds. Sherna Berger Gluck and Daphne Patai, New York: Routledge.

Rupp, Leila and Verta Taylor, 2005 "When the Girls are Men: Negotiating Gender and Sexual Dynamics in a Study of Drag Queens," *Signs: A Journal of Women in Culture and Society*, 30:4: 2115-2139.

Weitz, Rose, 2004, "At the Salon" pp. 165-189 in *Rapunzel's Daughters: What Women's Hair Tells Us about Women's Lives*, New York: Farrar, Straus and Giroux.

Westbrook, Laurel, and Aliya Saperstein, 2015, "New Categories are Not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys" *Gender & Society*, 29: 4: 534-60.

