

GWS 900: Feminist Research Methods

Spring 2019 | T 1:20-3:50pm | Van Vleck B231

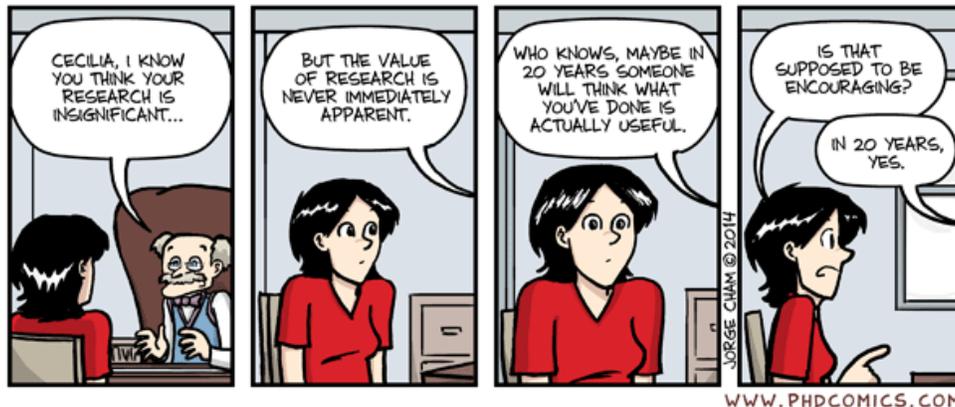
Instructor: Dr. Chris Barcelos, Asst. Professor

Office: Sterling 3414

Contact: Barcelos@wisc.edu

Office hours Thursdays by appointment:

<https://barcelosofficehours.youcanbook.me/>



COURSE DESCRIPTION

Prerequisite: Graduate or professional standing; All face-to-face instruction; Credit hours earned by traditional [Carnegie definition](#); This course will cover feminist approaches to methods in the social sciences, humanities, and health sciences, such as ethnography, interviews, statistics, focus groups, surveys, archival research, discourse analysis, and visual analysis. We will use transdisciplinary perspectives to consider work from a range of academic fields and topics in order to critique issues of epistemology, methodology, methods, interpretation, and writing.

Course objectives:

After taking this course, you should be able to:

- Describe feminist conversations about epistemology (the study of knowledge – what it is, how we know) and methodologies (how we go about producing new knowledges) and the relationship between them.
- Identify historical and contemporary debates and tensions in conceptualizing, conducting, analyzing, and disseminating feminist research.
- Analyze research methods strategies and techniques through a feminist lens.
- Apply feminist methodologies to your own research projects and interests.

TEACHING APPROACH

There are a number of things about my approach to teaching and learning that you should know in order to have the best possible experience in this course. I use an engaged approach to teaching and learning that is interactive, emphasizes mutual participation and responsibility, and values each individual's contribution to the learning process. What this means is that the course expects you to be an active learner, relate what you learn to your own research interests, and engage in dialogue with both the instructor and other students on the topics we cover. As a graduate seminar, the quality of our sessions is very much dependent on your level of engagement. In other words, be accountable to yourselves and others so that we can all have a productive, enjoyable learning experience.

We may discuss some controversial issues in this course, and it is important to respect other people and "agree to disagree." While all points of view are respected in my classroom, derogatory or hateful language and statements are never permitted, so that the classroom can be the safest space possible for everyone to learn. Likewise, I aim to cultivate mutual respect and care for each other, especially when we disagree.

READINGS

There are three books to purchase, available at *A Room of One's Own*, 315 W. Gorham St.:

- C. Riley Snorton. 2017. *Black on Both Sides: A Racial History of Trans Identity*. Duke University Press.
- Kimberly Kay Hoang. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. University of California Press.
- Janet Shim. 2014. *Heart Sick: The Politics of Risk, Inequality, and Heart Disease*. NYU Press.

All other readings are available as PDF downloads on our Canvas course website:
<https://canvas.wisc.edu/>

You should complete the readings by the date listed on the calendar below. This should go without saying, but is worth repeating that reading is not optional. Please come to class prepared to discuss the readings. Preparing for class will *definitely* help your participation grade. If you have questions about how to best approach your task of reading and note-taking in order to prepare for class, please come talk to me.

ASSIGNMENTS

- **All assignments must be submitted via Canvas at 11:59pm on the day they are due.**
- **If you are absent on the day a paper is due, you are still responsible for submitting the assignment on Canvas.**

- **Late assignments are penalized 10% of the grade for each day they are late; no assignments are accepted more than one week after the due date.**
- **All papers must use Times New Roman font, 12 point, double-spaced, 1-inch margins, with all references cited using Chicago or APA citation style. PRO TIP: The reading calendar below is in Chicago style!!**
- **This is a writing intensive course, and I encourage you to take advantage of the Writing Center!! <https://writing.wisc.edu/index.html>**

Class co-facilitation (10 points) *Varies*

In the spirit of engaged pedagogy and a participatory graduate seminar, you will take turns co-facilitating the first portion of class on selected weeks. You are responsible for 1. Summarizing the key point(s) of the readings, 2. Making connections between the week’s readings and other course concepts and theories, 3. Proposing a few discussion questions, and 4. Distributing to the class a 1-2 page document that contains the above items. You will upload this document to Canvas the **night before** class and I will print hard copies to bring to class.

Journal hunt (5 points) *DUE 1/29*

Part of being a good scholar is keeping up with the research that’s being published in your field(s). Fortunately, the internet makes this super easy. For this assignment, you will set up email alerts to 7-10 journals that publish research related to your interests. Generally, you have to make an account with the publisher (e.g.: Sage, Duke) and then you can sign up for table of contents alerts for their journals. Your choices can be from any number of publishers or fields. For the assignment, you will simply make a list of the journals you subscribed to and post it on Canvas. *This list must be hyperlinked to the journal’s main webpage* (use the chainlink icon). We will also have a class discussion about the journals and consider them in the context of feminist research.

Methods memos (10 points each) *DUE 2/12, 3/12, and 4/23*

Because we cannot possibly cover all research methods in this course, you will complete a series of “methods memos” in which you seek out additional information about research methods that interest you. Note that these memos should be focused on *methods* (the specific strategies used to produce knowledge), rather than *methodology* (a particular theory and analysis of how research does or should proceed), although of course, the distinction can be quite slippery. The goal of the memos is to help you build practical knowledge and skills in conducting research with a feminist lens. You may choose methods we have covered in class, but you do not have to.

I’ve created [a list of methods](#) books from which you can refer to find additional readings about your chosen methods. Each memo will be *no longer than 3 pages* and structured according to the following:

- *Briefly* summarizes the method and locates it in its disciplinary home(s)/intellectual traditions

- Provides information on how researchers use the method (e.g.: interviews may be structured or semi-structured; they are done one-on-one or groups; transcribed verbatim, etc. etc.)
- Discusses how one might employ a feminist epistemology and methodology to the method
- Identifies and critiques a journal article that uses the method

Final paper

Brief proposal DUE 4/2, Paper DUE 5/7

The final paper in this course will be tailored to your learning needs and where you are at in your academic program. You will submit a brief proposal (no more than 1 page outlining your idea). Failure to submit the brief proposal will result in a 10% reduction on your final paper grade!! First year MA students and those new to research methods will complete a research proposal for their thesis project. Even if you are not required to submit a formal proposal in your program, trust that writing one will put you at a *great* advantage in actually carrying out your project. More advanced students may choose to apply a feminist methodology to a dissertation chapter or journal article. The length of your final paper will be commensurate to its purpose (i.e., the journal you're submitting it to, a typical dissertation chapter length in your field). MA student thesis proposals will be approximately 15 pages.

On the last day of class (4/30) we will have an informal peer workshop in which you will provide feedback on each other's final paper drafts. We will decide collectively when to circulate the works in progress.

CLASS POLICIES

Communicating with me

Please allow 24-48 for an email response. If it's been longer than that, a polite reminder is OK. I generally do not answer email past 6pm on weekdays and not at all on weekends. This should go without saying but I do it anyways: Emailing an instructor is not the same as texting a friend. I expect you to write professional emails to me. This includes an informative subject line (*not* just "question" or "GWS 900," addressing the email to me, signing your name, and being polite even if you are upset.

I encourage you to visit my office hours if you need help or just want to chat. If you want to discuss a grade, you must come to office hours; I do not discuss grades over email or before and after class.

Practicing Techno-mindfulness

Many professors at UW and elsewhere prohibit students from using laptops in the classroom. I *do* allow laptops/tablets in the classroom, as I recognize them as tools that can help you learn. You are welcome to use your computer in class in order to take notes or view the readings. You are *not allowed* to use technology in the classroom to absentmindedly surf the web, check

email, or use social media. In other words, be present to the class and do not engage in multi-tasking. It is up to you to assess your ability to use your computer in the classroom and be mindful about it.

This policy is open to revision at any time during the semester. Please be mindful that if one person abuses the policy, it affects all of us. Cell phone use is *not allowed* in the classroom for any reason, except for sincere emergencies.

If you are caught surfing the web or checking your phone, you will be marked absent for that day, no exceptions.

GRADING

% of final grade	Course component
5%	Journal hunt
30%	Methods memos (3)
25%	Participation
10%	Class co-facilitation
30%	Final paper/proposal
100%	Total

Final letter grades are as follows:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69
F	below 60

ACADEMIC HONESTY POLICY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

It is important to understand that academic dishonesty is not only harmful to yourself; it is also harmful to your peers and colleagues at UW as we come together as a community of learners. While there is a zero-tolerance policy of academic dishonesty in this course, we will work together to clear up misunderstandings about appropriate use of sources, appropriate citation and documentation, and the uses of intellectual property.

ACCOMODATION POLICY

I am committed to making sure my courses are accessible to students with a range of disability accommodations and learning needs. If you have a McBurney Faculty Notification Letter (VISA), please check in with me to make sure I've received it within the first 2 weeks of class. If you do not have a McBurney Faculty Notification Letter (VISA) but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, I encourage you to meet with me ASAP to discuss how best to accommodate you. In some cases, I may recommend that you consult with the McBurney Disability Resource Center: <https://mcburney.wisc.edu/>.

COURSE CALENDAR

Please note: This syllabus is a "living document" in the sense that course readings and assignments may change according to the needs of student learning.

The reading load in this course has been kept intentionally manageable and is lighter than comparable graduate courses. I expect you to come to class having read ALL of the readings, taken notes/journaled about them, and prepared to engage in discussion/questioning/critique.

**** denotes a session with student co-facilitators***

Week 1: What makes research feminist?	
Tues. 1/22	<ul style="list-style-type: none"> • Hesse-Biber, Sharlene Nagy. 2012. "Feminist Research: Exploring, Interrogating, and Transforming the Interconnections of Epistemology, Methodology, and Method." In <i>Handbook of Feminist Research: Theory and Practice</i>, 2nd ed., edited by Sharlene Nagy Hesse-Biber, 2-26. Thousand Oaks, CA: Sage. • Hawkesworth, Mary. 2007. "Truth and Truths in Feminist Knowledge Production." In <i>Handbook of Feminist Research: Theory and Praxis</i>, edited by Sharlene Nagy Hesse-Biber, 469-491. Thousand Oaks, CA: Sage.
Week 2: Is there a feminist method?*	
Tues. 1/29	<ul style="list-style-type: none"> • Margaret Fonow, Mary, and Judith A. Cook. 2005. "Feminist Methodology: New Applications in the Academy and Public policy." <i>Signs: Journal of Women in Culture and Society</i> 30(4): 2211-2236. • Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." <i>Annual Review of Sociology</i> 41: 1-20.

	<ul style="list-style-type: none"> • Clarke, Adele. 2012. "Feminism, Grounded Theory, and Situational Analysis Revisited." In <i>Handbook of Feminist Research: Theory and Practice</i>, 2nd ed., edited by Sharlene Nagy Hesse-Biber, 388-413. Thousand Oaks, CA: Sage. • Schilt, Kristen. 2018. "The 'Not Sociology' Problem." In <i>Other, Please Specify: Queer Methods in Sociology</i>, edited by D'Lane Compton, Tey Meadow, and Kristen Schlit, 37-50. Oakland, CA: University of California Press. • Arondekar, Anjali, Ann Cvetkovich, Christina B. Hanhardt, Regina Kunzel, Tavia Nyong'o, Juana María Rodríguez, Susan Stryker, Daniel Marshall, Kevin P. Murphy, and Zeb Tortorici. 2015. "Queering Archives A Roundtable Discussion." <i>Radical History Review</i> 122: 211-231. <p>ASSIGNMENT DUE: Journal hunt</p>
Week 3: Subjectivity, reflexivity and positionality in feminist research*	
<p>Tues. 2/5</p>	<ul style="list-style-type: none"> • Pillow, Wanda. 2003. "Confession, Catharsis, or Cure? Rethinking the Uses of Reflexivity as Methodological Power in Qualitative Research." <i>International Journal of Qualitative Studies in Education</i> 16(2): 175-196. • Muñoz, Lorena. 2010. "Brown, Queer and Gendered: Queering the Latina/o 'Street-scapes' in Los Angeles." In <i>Queer Methods and Methodologies: Intersecting Queer Theories and Social Science Research</i>, edited by Kath Browne and Catherine J. Nash, 55-68. Surrey, England: Ashgate Press. • Nazir Chaudhry, Lubna. 2000. "Researching "My People," Researching Myself: Fragments of a Reflexive Tale." In <i>Working The Ruins: Feminist Poststructural Theory and Method in Education</i>, edited by Elizabeth A. St. Pierre and Wanda Pillow, 96-113. New York: Routledge. • Villenas, Sofia. 2000. "This Ethnography Called My Back: Writings of the Exotic Gaze, "Othering" Latina, and Recuperating Xicanisma." In <i>Working The Ruins: Feminist Poststructural Theory and Method in Education</i>, edited by Elizabeth A. St. Pierre and Wanda Pillow, 74-95. New York: Routledge. • Naples, Nancy. 2004. "The Outsider Phenomenon." In <i>Feminist Perspectives on Social Research</i>, edited by Sharlene Nagy Hesse-Biber, & Michelle L. Yaiser, 373-381. New York, NY: Oxford University Press.

Week 4: Feminist research ethics*	
2/12	<ul style="list-style-type: none"> • Bell, Linda. 2014. "Ethics and Feminist Research." In <i>Feminist Research Practice</i>, 2nd ed., edited by Sharlene Nagy Hesse-Biber, 73-106. Thousand Oaks, CA: Sage. • Halse, Christine, and Anne Honey. 2005. "Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics." <i>Signs: Journal of Women in Culture and Society</i> 30 (4): 2141-2162. • Denzin, Norman. 2007. "Introduction: Ethical Futures in Qualitative Research." In <i>Ethical Futures in Qualitative Research: Decolonizing the Politics of Knowledge</i>, edited by Norman Denzin and Michael Giardina, 9-44. Walnut Creek, CA: Left Coast Press. • Adams, Noah, Ruth Pearce, Jaimie Veale, Asa Radix, Danielle Castro, Amrita Sarkar, and Kai Cheng Thom. 2017. "Guidance and Ethical Considerations for Undertaking Transgender Health Research and Institutional Review Boards Adjudicating this Research." <i>Transgender Health</i> 2(1): 165-175. • Find and read the professional ethics statement from one or two disciplines you're involved with/interested in <p>ASSIGNMENT DUE: Methods memo #1</p>
Week 5: Decolonizing feminist methodologies*	
Tues. 2/19	<ul style="list-style-type: none"> • Mohanty, Chandra Talpade. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." <i>Signs: Journal of Women in Culture and Society</i> 28(2): 499-535. • Driskill, Qwo-Li. 2010. "Doubleweaving Two Spirit Critiques: Building Alliances between Native and Queer Studies." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 16(1-2): 69-92. • Kim, Hyun Sook. 2007. "The Politics of Border Crossings: Black, Postcolonial, and Transnational Feminist Perspectives." In <i>Handbook of Feminist Research: Theory and Praxis</i>, edited by Sharlene Nagy Hesse-Biber, 107-122. Thousand Oaks, CA: Sage Publications. • Tuhiwai Smith, Linda. 1999. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. London: Zed Books. Chapters 2 and 8.
Week 6: How feminists count*	
Tues. 2/26	<ul style="list-style-type: none"> • Sprague, Joey. 2005. "How Feminists Count." In J. Sprague, <i>Feminist methodologies for critical researchers</i>, 81-117. Walnut Creek, CA: Alta Mira Press.

	<ul style="list-style-type: none"> • Thompson, H. & King, L. 2015. "Who Counts as "Transgender"? Epidemiological Methods and a Critical Intervention." <i>Transgender Studies Quarterly</i> 2(1): 148-159. • Inhorn, Marica and K. Lisa Whittle. 2001. "Feminism Meets the "New" Epidemiologies: Toward an Appraisal of Antifeminist Bias in Epidemiological Research on Women's Health." <i>Social Science and Medicine</i>, 53: 553-567. • Garcia, Nichole M. Nancy López and Verónica N. Vélez. 2018. "QuantCrit: Rectifying Quantitative Methods through Critical Race Theory." <i>Race Ethnicity and Education</i> 21(2): 149-157. • Budge, Stephanie L., H. Kinton Rossman, and Kimberly AS Howard. 2014. "Coping and Psychological Distress Among Genderqueer Individuals: The Moderating Effect of Social Support." <i>Journal of LGBT Issues in Counseling</i> 8(1): 95-117.
Week 7: How do feminists ask questions?	
Tues. 3/5	<ul style="list-style-type: none"> • Bowleg, Lisa. 2008. "When Black+ lesbian+ woman≠ Black lesbian woman: The Methodological Challenges of Qualitative and Quantitative Intersectionality Research." <i>Sex Roles</i> 59(5-6): 312-325. • The GenIUSS Group. 2014. "Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys." Los Angeles, CA: The Williams Institute. (selections) • Hesse-Biber, Sharlene. 2014. "Feminist Approaches to In-Depth Interviewing." In <i>Feminist Research Practice</i>, 2nd ed., edited by Sharlene Nagy Hesse-Biber, 182-232. Thousand Oaks, CA: Sage. • Budge, Stephanie L., Joe J. Orovecz, and Jayden L. Thai. 2015. "Trans Men's Positive Emotions: The Interaction of Gender Identity and Emotion Labels." <i>The Counseling Psychologist</i> 43(3): 404-434. <p>Guest researcher: Stephanie Budge</p>
Week 8: Can there be a feminist ethnography?*	
Tues. 3/12	<ul style="list-style-type: none"> • Hoang, Kimberly Kay. 2015. <i>Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work</i>. Durham, NC: Duke University Press. <p>Optional, but highly recommended:</p> <ul style="list-style-type: none"> • Stacey, Judith. 1988. "Can there be a feminist ethnography?" <i>Women's studies international forum</i> 11(1): 21-27

	<ul style="list-style-type: none"> • Abu-Lughod, Lila. 1990. "Can there be a feminist ethnography?" <i>Women & Performance: a journal of feminist theory</i> 5(1): 7-27. • Fields, Jessica. 2013. "Feminist Ethnography: Critique, Conflict, and Ambivalent Observance." <i>Journal of Contemporary Ethnography</i> 42(4): 492-500. <p>ASSIGNMENT DUE: Methods memo #2</p>
Week 9: Feminist archives	
Tues. 3/26	<ul style="list-style-type: none"> • Schalk, Sami. 2017. "Experience, Research, and Writing: Octavia E. Butler as an Author of Disability Literature." <i>Palimpsest: A Journal on Women, Gender, and the Black International</i> 6(1): 153-177. • Snorton, C. Riley. 2017. <i>Black on Both Sides: A Racial History of Trans Identity</i>. Durham, NC: Duke University Press. <p>Guest Researcher: Sami Schalk</p>
Week 10: Feminist discourse analysis*	
Tues. 4/2	<ul style="list-style-type: none"> • Shim, Janet. 2014. <i>Heart Sick: The Politics of Risk, Inequality, and Heart Disease</i>. New York: NYU Press. <p>ASSIGNMENT DUE: Final paper/project proposal</p>
Week 11: Feminist research and the visual*	
Tues. 4/9	<ul style="list-style-type: none"> • Pink, Sarah. 2004. "Visual Methods." In <i>Qualitative Research Practice</i>, edited by Clive Seale, Giampietro Gobo, Jaber F. Gubrium & David Silverman, 361-376. London: Sage. • Wang, Caroline C. 1999. "Photovoice: A Participatory Action Research Strategy Applied to Women's Health." <i>Journal of Women's Health</i> 8(2): 185-192. • Barcelos, Chris and Aline Gubrium. 2018. "Bodies That Tell: Embodying Teen Pregnancy Through Digital Storytelling." <i>Signs: Journal of Women in Culture and Society</i> 43(4): 905-927. • Muñoz, José Esteban. 2006. "Feeling brown, feeling down: Latina affect, the performativity of race, and the depressive position." <i>Signs: Journal of Women in Culture and Society</i> 31(3): 675-688. • Volcano, Del LaGrace, Jay Prosser, and Eliza Steinbock. 2016. "INTER*me: An Inter-Locution on the Body." In <i>Transgender and</i>

	<i>Intersex: Theoretical, Practical, and Artistic Perspectives</i> , edited by Stefan Horlacher, 189-224. New York, NY: Palgrave Macmillan.
Week 12: Performance research	
Tues. 4/16	<ul style="list-style-type: none"> Bailey, Marlon M. 2013. <i>Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit</i>. Ann Arbor, MI: University of Michigan Press. <p>Guest Researcher: Meiver de la Cruz</p>
Week 13: Participatory/Action research*	
Tues. 4/23	<ul style="list-style-type: none"> Yoshihama, Mieko, and E. Summerson Carr. 2002. "Community participation reconsidered: Feminist participatory action research with Hmong women." <i>Journal of Community Practice</i> 10(4): 85-103. Fox, Madeline, Kavitha Mediratta, Jessica Ruglis, Brett Stoudt, Seema Shah, and Michelle Fine. 2010. "Critical Youth Engagement: Participatory Action Research and Organizing." In <i>Handbook of Research on Civic Engagement in Youth</i>, edited by Lonnie R. Sherrod, Judith Torney-Purta, and Constance A. Flanagan, 621-650. Hoboken, NJ: John Wiley and Sons. Fields, Jessica. 2016. "The Racialized Erotics of Participatory Research: A Queer Feminist Understanding." <i>WSQ: Women's Studies Quarterly</i> 44(3): 31-50. Chávez, et al. 2008. "The Dance of race and privilege in CBPR." In <i>Community-Based Participatory Research for Health: From Process to Outcomes</i>, edited by Meredith Minkler and Nina Wallerstein, 91-105. Hoboken, NJ: John Wiley & Sons. <p>ASSIGNMENT DUE: Methods memo #3</p>
Week 14: Writing and disseminating feminist research*	
Tues. 4/30	<ul style="list-style-type: none"> Charmaz, Kathy. 2012. "Writing Feminist Research." In <i>Handbook of Feminist Research: Theory and Practice</i>, 2nd ed., edited by Sharlene Nagy Hesse-Biber, 475-494. Thousand Oaks, CA: Sage. Chakravarty, Debjani and Elena Frank. 2013. "Abstracting Academic Feminist Aspirations: What Do Doctoral Dissertation Abstracts (1995–2010) Say About an Emergent Interdisciplinary Field?" <i>Feminist Formations</i> 25(30): 57-78.
Tues. 5/7	Final paper due!!!!!!