



FEMINIST RESEARCH METHODS (GWS 800)

Meeting Time:

Monday 1:20-3:50 pm

Instructor:

Professor Keisha Lindsay

knlindsay@wisc.edu

Canvas URL:

<https://canvas.wisc.edu/courses/241794>

Virtual Office Hours: Tuesdays 12:30-1:30 pm & Thursdays 9:30-10:30 am

Requisites: Graduate/professional standing

Course Credits: 3 credits

Instructional Mode, Meeting Time, and Location: Class will meet synchronously (live), on Mondays from 1:20-3:50 pm using the CANVAS Learning Management System. Please click [here](#) to access our weekly, synchronous classes and all other course materials. If you are having trouble logging in please contact the [DoIT Help Desk](#) for assistance.

Regular and Substantive Student-Instructor Interaction: Substantive student-instructor interaction will take place via at least two of the following: direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content or other substantive interaction. Regular interaction is: predictable and scheduled interaction with students consistent with the course length (usually at least weekly but more often in a course of short duration). Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within [34 C.F.R. §600.2](#)), is always a requirement of UW-Madison for-credit learning activities. Click [here](#) for more information including examples of regular and substantive instruction.

Course Description: This course critically interrogates a range of feminist research methods including but not limited to ethnography, interviews, surveys, archival research, and discourse analysis. We will use transdisciplinary perspectives to consider scholarship from a range of academic fields in the humanities and social sciences. Section one of the course foregrounds the epistemological and methodological debates, including what counts as evidence, that inform how and with what effect feminists employ specific research methods. We move on, in section two, to explore the key components of several research methods including interviews, surveys, ethnography, discourse analysis, archival research, and mixed methods. The third and final section of the course examines the promise and perils of articulating a feminist research ethic.

Course Learning Outcomes:

1. Identify key themes and debates in feminist epistemology and methodology
2. Understand how these themes and debates inform the way in which feminist scholars conceptualize, conduct, analyze, and disseminate research

3. Analyze specific research methods through a feminist lens
4. Utilize feminist research methods in your own research projects

Course Readings:

Three books are required for this course:

-Emilia Sanabria. *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil* ISBN-10: 0822361612

-Anne McClintock. *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest* ISBN-10: 0415908906

-Sharlene Nagy Hesse-Biber (ed.). *Handbook of Feminist Research: Theory and Praxis, 2nd edition* ISBN-10: 1412980593 (HFR)

Free digital/online and physical copies of these books are available via the [UW-Madison Libraries](#). All three books are also available for purchase via major online book sellers.

All other readings (see pages below) are available via the Canvas course [page](#).

Course Assignments:

1. Class Participation and Discussion (10% of total grade) - This is a discussion-based seminar in which active participation in class is key to your success. Your participation will take two forms: a) Listening and responding to other's comments on the assigned texts and b) Asking your own questions about the assigned texts. In order to facilitate your ability to achieve the latter, you will submit **three, pre-scheduled discussion questions** during the semester. Use each question to comment on anything that you find contradictory, controversial, confusing or otherwise noteworthy in one or more the day's readings. Your question may seek clarification of particular terms or ideas, challenge an assigned author's presumptions, and/or interrogate the implications of an author's claims. **Discussion questions are due**, via CANVAS, on **Sundays at 7 pm**.
2. Class Co-Facilitation (15% of total grade) - You will co-facilitate the first portion of a single class. You and your co-facilitator will: a) Identify three key themes in the assigned readings; b) Highlight three assumptions in the assigned readings; c) Use at least one visual representation (an info-graphic, video, etc.) to illuminate a key theme and/or assumption in the assigned readings and d) Prepare and ask 2 questions (each) to facilitate discussion and critique of the assigned readings.
3. Method Memos (25% Of total grade) – You will complete 2 “method memos” on **2 specific research methods** that interest you. Each **600-word memo** is intended to help you develop your research proposal (see below) as well as your practical research skills. Use each memo to: a) Identify a journal article that utilizes a specific research method; b) Briefly summarize how the author uses the method (e.g. structured vs. semi-structured interviews); c) Highlight what the article reveals about the method's disciplinary origin(s) and/or intellectual traditions and d) Discuss how, it at all, the author uses the method to advance feminist ends. Please note that your memos should focus on a *method* (a specific strategy used to produce knowledge) rather than a *methodology* (a particular theory and analysis of how research does or should proceed).

Your memos **cannot address a method that you have discussed or will discuss in your role as a class co-facilitator**. You may use **one of your memos to analyze a method not listed on the syllabus**. Your **first memo is due on March 12 at 7pm**. Your **second memo is due on April 9 at 7pm**.

4. Preliminary Research Proposal (Ungraded) - You will prepare a 250-word draft proposal that foregrounds your main thesis, the significance of your work, and the research method(s) you plan

to utilize. The point of crafting a preliminary proposal is to help refine your thesis and method(s) in a way that is manageable for you and intelligible to others. Failing to submit a preliminary proposal will result in a **15% grade reduction** on your final research proposal. Your preliminary research proposal is **due on April 16 at 9am**.

5. Final Research Proposal (50% of total 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, writing one will put you at a *great* advantage in carrying out your project. **MA students should submit a 15-page proposal**. More advanced students may choose to craft a research proposal for a dissertation chapter or for a journal article. **Advanced graduate students should submit a proposal whose length is commensurate to its purpose** (i.e. page limits specified by the journal or the standard length of a dissertation chapter in your field). Final research proposals are due on **May 5 at 9am**.

		Student Workflow						
		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
GWS 800 Online Weekly Rhythm	Submit Discussion Question (by 7:00 pm)							
			*Synchronous Class Meeting					
			Class Co-Facilitation					
	Complete Required Readings/Work on Co-Facilitation							
				Virtual Office Hours (12:30-1:30pm)		Virtual Office Hours (9:30-10:30pm)		
	Communications Via Email Throughout The Week							

Email Communication: I will respond to student emails within a 24-hour period, Monday to Friday.

Statement Grade Related Questions and Appeals: I will discuss questions about grades during office hours or by appointment - not over email or before/after class. If you would like to challenge your grade, please wait 24 hours after receiving the grade before contacting me. If you have questions about a grade, please speak to me first. If the question is not resolved, speak with the department Chair who will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

Final grades will be determined according to the following official UW grading scale: A 93-100; AB 88-92; B 83-87; BC 78-82; C 70-77; D 60-69; F below 60.

Late Paper Policy: Papers and exams turned in late will be penalized by **ten (10) percentage points** for each 24-hour period after the due date.

University of Wisconsin-Madison Policies

Rules, Rights & Responsibilities

- See: <https://Guide.Wisc.Edu/Undergraduate/#Rulesrightsandresponsibilitiestext>

Academic Calendar & Religious Observances

- See: <https://Secfac.Wisc.Edu/Academic-Calendar/#Religious-Observances>

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. (Source:

<https://conduct.students.wisc.edu/syllabus-statement/>)

Accommodations For Students With Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (Source: <https://mcburney.wisc.edu/instructor/>)

Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. (Source: <https://diversity.wisc.edu/>)

Privacy Of Student Records and the Usage of Audio Recorded Lectures

See the following link for information about [privacy of student records and the usage of audio-recorded lectures](#). Lecture materials and recordings for Theorizing Intersectionality are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and

learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Course Evaluations

UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Section I: Key Debates in Feminist Epistemology and Methodology

-Module 1-

Introduction/What is Feminist Research?

January 25: -

-Review Syllabus

-Meet and Greet

-Sharlene Nagy Hesse-Biber. "Feminist Research: Exploring, Interrogating, and Transforming the Interconnections of Epistemology, Methodology, and Method" (HFR)

-Mary Hawkesworth. "Truth and Truths in Feminist Knowledge Production" (HFR)

-*In-Class Video – What is Feminist Research?*

-Module 2-

Interrogating Subjectivity, Reflexivity, and Positionality in Feminist Research

February 1:

-Sharlene Nagy Hesse-Bibber & Deborah Piatelli. "The Feminist Practice of Holistic Reflexivity" (HFR)

-Wanda Pillow. "Confession, Catharsis, or Cure? Rethinking the Uses of Reflexivity as Methodological Power in Qualitative Research"

-Suan Okin. "Gender inequality and Cultural Difference"

-Chandra Mohanty. "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

-Module 3-

What Counts as Evidence?

February 8:

-Abigail Stewart and Tony Epstein Jayaratane. "Quantitative and Qualitative Methods in the Social Sciences: Current Feminist Issues and Practical Strategies"

-Catherine E. Hundleby. "Feminist Empiricism" (HFR)

-Nancy Hartsock "The Feminist Standpoint"

-Joan Scott "The Evidence of Experience"

-In-Class Video - They Call Me Muslim

Recommended: Alison Wylie. "The Feminism Question in Science: What Does It Mean to "Do Social Science as a Feminist"?" (HFR)

-Module 4-

Towards a Feminist Research Method?

February 15:

-Sandra Harding "Introduction: Is There a Feminist Method?"

-Y. Gunaratnam and C. Hamilton. "The Wherewithal of Feminist Methods"

-Mona Lee Krook. "Teaching Gender and Politics: Feminist Methods in Political Science"

-Esther O. Ohito. "Some of us die: a Black feminist researcher's survival method for creatively refusing death and decay in the neoliberal academy"

Section II: Feminist Methods in Theory and Practice

-Module 5-

How Do Feminists Conduct Interviews?

February 22:

-Ann Oakley. "Interviewing Women: A Contradiction in Terms"

-Marjorie L. DeVault & Glenda Gross. "Feminist Qualitative Interviewing: Experience, Talk, and Knowledge" (HFR)

-Sabine Grenz. "Intersections of Sex and Power in Research on Prostitution: A Female Researcher Interviewing Male Heterosexual Clients"

-Margaretta Jolly. "Oral History and Feminist Method"

-Module 6-

Surveying the Feminist Landscape

March 1:

-Kathi N. Miner, Toby Epstein Jayaratne, Amanda Pesonen & Lauren Zurbrugg. "Using Survey Research as a Quantitative Method for Feminist Social Change" (HFR)

-Catherine Harnois. "(Inter)disciplinarity in Feminist Survey Research" (HFR)

-Ellen D. B. Riggie, Sharon S. Rostosky, Laurie Drabble, Cindy B. Veldhuis & Tonda L. Hughes. "Sexual Minority Women's and Gender-Diverse Individuals' Hope and Empowerment Responses to the 2016 Presidential Election"

-Kate Walsh. TBA

Guest Speaker: Professor Kate Walsh

-Module 7-

Can Ethnography be Feminist?

March 8:

-Judith Stacey. "Can There Be a Feminist Ethnography?"

-Emilia Sanabria. *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil*

Recommended: Wanda S. Pillow & Cris Mayo. "Feminist Ethnography: Histories, Challenges, and Possibilities" (HFR)

-Module 8-

Exploring the Feminist Archives

March 15:

- Jo Reger. "What's So Feminist about Archival Research?"
- Nydia Swaby and Chandra Frank. "Archival Experiments, Notes and (Dis)orientations"
- Estelle B. Freedman. "'The Burning of Letters Continues': Elusive Identities and the Historical Construction of Sexuality"
- "Decolonising Archives: Indigenous Challenges to Record Keeping in 'Reconciling' Settler Colonial States"

Guest Speaker: Professor Pernille Ipsen

-Module 9-

Towards a Feminist Discourse Analysis? (Asynchronous Class)

March 22:

- Michelle Lazar. "Politicizing Gender in Discourse: Feminist Critical Discourse Analysis as Political Perspective and Practice"
- Anne McClintock. *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*

-Module 10-

Mixed Methods Research

March 29:

- Elizabeth R. Cole & Abigail J. Stewart. "Narratives and Numbers: Feminist Multiple Methods Research" (HFR)
- Maura Kelly and Joyce McNair. "Doing Intersectional Mixed Methods Research"
- Jenny Higgins. TBA

Guest Speaker: Professor Jenny Higgins

-Module 11-

Participatory/Action Research

April 5:

- M. Brinton Lykes & Rachel M. Hershberg. "Participatory Action Research and Feminisms: Social Inequalities and Transformative Praxis" (HFR)
- Bev Gatenby and Maria Humphries. "Feminist Participatory Action Research: Methodological and Ethical Issues"
- M.E. Torre and Ayala J. Envisioning "Participatory Action Research Entremundos"
- M. Yoshihama and E. Summerson Carr. "Community participation reconsidered: Feminist participatory action research with Hmong women"

Reading Week/Individual Student-Instructor Meetings

April 12:

Section III: Formulating a Feminist Research Ethic

-Module 12-

A Feminist Research Ethic in Theory and Practice

April 19:

- Judith Preissle & Yuri Han. "Feminist Research Ethics" (HFR)
- Christine Halse and Anne Honey. "Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics"
- Noah Adams, Ruth Pearce, Jaimie Veale, Asa Radix, Danielle Castro, Amrita Sarkar, and Kai Cheng Thom. "Guidance and Ethical Considerations for Undertaking Transgender Health Research and Institutional Review Boards Adjudicating this Research"
- Brooke Ackerly and Jacqui True. "Methods for Data Management and Field Research"
- In-Class Video: Acres of Skin*

Writing And/As a Feminist Research Ethic

April 26:

- Kathy Charmaz. "Writing Feminist Research" (HFR)
- Brooke Ackerly and Jacqui True. "Writing and Publishing"
- Barbara Gurr. "This is Hard: Researching and Writing Outside the Lines"
- Thesis Peer Review/ Research Summaries*