

Carleton University
Winter 2019
Pauline Jewett Institute of Women's and Gender Studies

WGST3810A: Feminist Research

Time / Place: Friday 11:35am – 2:25pm / LA B243
Instructor: Nael Bhanji
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Office: DT 1406
Office Hours: Friday 10am – 11am, or by appointment.

Description: This is an interdisciplinary course that examines approaches to feminist methodologies and research methods, and the accompanying challenges and ethical considerations for conducting research with diverse communities. Central to the course is a reflection on our own social locations as researchers, and bringing an awareness of social and political hierarchies and global inequalities to the development and execution of qualitative research.

Over the course of this semester, we will examine questions such as:

- What counts as a feminist method?
- What is a feminist research question?
- How does feminist research compare to other modes of research?
- What does it mean to conduct research on a community we are not part of?
- How do we research communities that we belong to?
- How do we evaluate ethics in our research practices?
- What is our responsibility to conduct research that is beneficial or contributes to the communities we are researching?

Required Course Materials: All readings are available online through Ares.

Course Evaluation:

Attendance and Participation (15%): Ongoing

Facilitation (10%): Ongoing

In-class activities (45%):

Interview Practice Reflection (15%): Due Feb 15

TCPS 2 Core Certification (10%): Feb 15

Participant Observation Report (15%): Due March 8

Discourse Analysis Activity (5%): Due March 15

Final Proposal: (5%): Due March 22

Final Project (25%): Due April 8 on cuLearn at 11.55pm

****WITH THE EXCEPTION OF THE FINAL PROJECT, all assignments should be handed in during class in hardcopy.**

Late papers will be penalized according to my late policy outlined below. All papers should be written in 12-point Times New Roman font, with 1-inch margins. You are welcome to use MLA, Chicago, or APA as long as your citational style remains consistent throughout your paper.

Attendance and Participation (15%): Ongoing

One of the most important indicators of a thoughtful academic life is the capacity to ask interesting and relevant questions. The kinds of questions I am interested in are those that open the conversation to potential confusions, uncertainties, conflicts, and possibilities that stem from the course's content.

To that end, your participation mark is based on your understanding and analysis of the assigned readings for each week (not on anecdotal comments). You will be evaluated on your preparation and level of engagement with the material. For high marks, your contribution must demonstrate analytical thought and engagement with the readings and lectures. Participation is based both on comments you contribute and questions you pose to the class. Remember, it is the quality—not the quantity—of your contributions that will enrich our discussions.

Facilitation (10%): Ongoing

Each week, a small group of 2 or 3 students will be responsible for facilitating our class discussion for at least 20 minutes. A facilitation is *not* a presentation, but is instead an invitation to open up the space for critical reflection and thoughtful conversation about the research methods we encounter. As a group, you should prepare a minimum of two to three questions about the week's readings to share with the class.

When addressing the readings, your facilitation should ask:

1. What is the thesis of the text(s)?
2. How does the text address feminist methodological concerns?
3. What sources or evidence is mobilized by the author(s) to make their claims?
4. What new concepts are introduced, and how are they useful in advancing our understanding of feminist methods?
5. What critiques do you have of the text(s)? Does it succeed in its argument? Is its methodological approach fitting and/or useful?

In-class Activities (Total = 45%):

- Interview Practice Day (15%):

- BEFORE CLASS: Take a digital photograph of a place where you spend a lot of time or are happiest in. Bring your image to class on either your laptop or phone.
- DURING CLASS on Feb 8:
 - In class, we will spend some time constructing questions to use in these interviews.

- In pairs of two, you will spend 10 minutes each interviewing each other about these images.
 - AFTER CLASS:
 - After the interview is complete, you will each write a 2-3 page reflection about the interview process: what parts of the interview process went well? What questions didn't work? What questions do you wish you had asked in retrospect? You must reference at least one article from the course.
 - *This reflection is due in class on Feb 15.*
- **TCPS 2 Core Modules (10%):**
 - In-class completion of the TCPS Research Ethics Modules.
 - *Students must email proof of completion by 11.55pm on Feb 15.*
- **Participant Observation Report (15%):**
 - DURING CLASS on March 1:
 - Choose a public place to conduct participant observation. You must commit minimum an hour at this place. You will write field notes and a report on your observations and your positionality.
 - AFTER CLASS:
 - Based on these observations you will write a short, 3-4 page, ethnography. You must reference at least one article from the week on ethnography.
 - *This report is due in class on March 8.*
- **Discourse Analysis Activity (5%):** Bring a full-length magazine feature article or policy paper/brief related to a feminist issue. Ideally, this should take the form of an analysis of gender, race, class, or ability.
 - DURING CLASS: Using key tenants of discourse analysis you will critically analyze the document. You will be required to write a 1 page analysis for submission by the end of the class. You must reference at least one article from the week on discourse analysis.

Proposal (5%): Your final project this semester will be to design and write your own original research paper based on a choice of several themes. This proposal should provide an outline of your research question, chosen feminist method, and theoretical orientation. You are also expected to include a brief bibliography of at least three course readings and four external academic sources. More information about your final project will be provided after Reading Week.

Final Project (25%): More information about your final project will be provided after Reading Week.

Readings:

Ultimately, this is your course. To maximize your ability to follow and synthesize the information you learn through lectures and discussions, you must be prepared to read all required texts. All readings will be available on cuLearn, via Ares.

You should come to class prepared to discuss the course readings and conduct yourself in a respectful and open manner.

Late Assignments:

All assignments MUST be submitted by the deadlines noted on this syllabus. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact me as soon as you are aware of this.

All assignments without documentation will be docked 5% per day that they are late (including weekends) until they are handed in or are worth 0%.

Grades:

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course, ABS = Student absent from final exam, DEF = Deferred (See above), FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

Lecture Schedule

Jan 11 | Introduction

Bromley, Victoria L. 2012. "Chapter Seven: Taking Feminism on the Road: Feminist Methods." In *Feminisms Matter: Debates, Theories, Activism*. University of Toronto Press. 115-131.

Jan 18 | Methods and Methodologies

Carter, Stacy M. and Miles Little. 2007. Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative health research* 17.10: 1316-1328.

Jaggar, Alison M. 2014. "Introduction: The Project of Feminist Methodology." In *Just Methods: An Interdisciplinary Feminist Reader*. Taylor and Francis. vii-xiv.

SUGGESTED FURTHER READING: Hesse-Biber, Sharlene J.N. 2014. "Chapter 1: A re-invitation to feminist research." In *Feminist Research Practice*. Ed. Hesse-Biber, S.N. Sage Publishing. pgs 1-10.

Guest Lecture: Martha Attridge Bufton

Jan 25 | Objectivity and Standpoint

Harding, Sandra. 1992. Rethinking standpoint epistemology: What is "strong objectivity?". *The Centennial Review*, 36.3: 437-470.

Narayan, Uma. 2004. "The project of feminist epistemology: Perspectives from a nonwestern feminist." In *The Feminist Standpoint theory reader: Intellectual and political controversies*. Ed. Sandra Harding. New York and London, Routledge. Pgs 213-224.

Martin, Emily. 1991. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs: Journal of Women in Culture and Society* 16.3: 485-501.

Guest Lecture: Dr. Grace Adeniyi Ogynyankin

Feb 1 | Decolonizing Research

Collins, Patricia Hill. 1986. "Learning from the outsider within: The sociological significance of Black feminist thought." *Social problems* 33.6: s14-s32.

Potts, Karen, and Leslie Brown. 2005. "Becoming an anti-oppressive researcher." In *Research As Resistance: Critical, Indigenous and Anti-Oppressive Approaches*. Eds. L. Brown and S. Strega. Canadian Scholars Press. Pgs 255-286.

SUGGESTED FURTHER READING: Mohanty, Chandra T. 2003. "Under Western eyes revisited: Feminist solidarity through anticapitalist struggles". *Signs* 28: 499-535.

Feb 8 | Interviews

Hesse-Biber, Sharlene. 2014. "Chapter 7: Feminist Approaches to In-Depth Interviewing." In *Feminist Research Practice: A Primer*, edited by Sharlene Nagy Hesse-Biber. Thousand Oaks: Sage Publications, Inc. pgs 182-232

Montell, Frances. 1999. Focus group interviews: A new feminist method. *NWSA Journal*: 44-71.

Guest Lecture: Dr. Julia Sinclair-Palm

In-Class Activity: Interview Practice Day

Feb 15 | Ethics

****PRACTICE INTERVIEW REFLECTION DUE****

Smith, Linda Tuhiwai. 2005. On Tricky Ground: Researching the Native in the Age of Uncertainty. The SAGE Handbook of Qualitative Research 3rd Edition. Eds. Norman K. Denzin & Yvonna S. Lincoln. Thousand Oaks, CA & London: SAGE Publications.

Christians, Clifford G. 2011. Ethics and Politics in Qualitative Research. The SAGE Handbook of Qualitative Research 4th Edition. Eds. Norman K. Denzin & Yvonna S. Lincoln. Los Angeles & London: SAGE Publications.

SUGGESTED FURTHER READING: Hesse-Biber, Sharlene. 2014. "Conclusion: Putting Together Your Research Project." In *Feminist Research Practice: A Primer*. Second Edition. Ed. Sharlene Nagy Hesse-Biber. Sage Press. Pgs 389-414.

In-Class Activity: TCPS 2 Core Modules.

In-class screening: TEDx Talk: Boghuma Kabisen Titanji, "Ethical Riddles in HIV/AIDS research"
https://www.ted.com/talks/boghuma_kabisen_titanji_ethical_riddles_in_hiv_research

READING WEEK: Feb 18 – 22

March 1 | Feminist Ethnography and Auto-ethnography

Buch, Elana D. and Staller, Karen M. 2014. "Chapter 5: What is Feminist Ethnography?" In *Feminist Research Practice: A Primer*, edited by Sharlene Nagy Hesse-Biber. Thousand Oaks: Sage Publications, Inc. Pgs 107-144.

Griffin, Rachel A. 2012. I AM an angry Black woman: Black feminist autoethnography, voice, and resistance. *Women's Studies in Communication* 35.2: 138-157.

SUGGESTED FURTHER READING:

Abu-Lughod, Lila. 1990. "Can there be a feminist ethnography?." *Women & Performance: A Journal of Feminist Theory* 5.1: 7-27.

In-Class Activity: Participant Observation

March 8 | Archive Fever: Historical Methods

****PARTICIPANT OBSERVATION REPORT DUE ****

Steven Maynard. 2010. "Police/Archives." *Archivaria* 68.68: 159–182.

Craig Loftin. 2015. "Secrets in Boxes: The Historian as Archivist." In *Out of the Closet, Into the Archives*. SUNY. Pgs 51-63.

Guest Lecture: Dr. Tamara de Szegheo-Lang

March 15 | Discourse Analysis

Lazar, Michelle M. 2007. Feminist critical discourse analysis: Articulating a feminist discourse praxis. *Critical Discourse Studies* 4.2: 141-164.

Jiwani, Yasmin. 2005. "War Talk: Representations of the Gendered Muslim Body Post-9/11 in the *Montreal Gazette*." In *Situating "Race" and Racisms in Space, Time and Theory: Critical Essays for Activists and Scholars*. Eds. Jo-Anne Lee and John Lutz. Montreal & London: McGill-Queen's University Press. Pgs 178-205.

In-Class Activity: Discourse Analysis

March 22 | Virtual Methods

****PROPOSAL DUE ****

Hine, Christine. 2013. "Internet Research as Emergent Practice." In *Handbook of Emergent Methods*. Ed. Hesse-Biber, Sharlene Nagy et al., The Guilford Press. Pgs. 525-541.

Morrow, Oona, Roberta Hawkins, and Leslie Kern. 2015. "Feminist research in online spaces." *Gender, Place & Culture* 22.4: 526-543.

SUGGESTED FURTHER READING: Wilkin, Alice and Liamputtong, Pranee. 2010. The photovoice method: researching the experiences of Aboriginal health workers through photographs. *Australian journal of primary health* 16.3: 231-239.

March 29 | Affective Methodologies

Gibbs, A. 2015. "Writing as Method: Attunement, Resonance, and Rhythm" in *Affective Methodologies: Developing Cultural Research Strategies for the Study of Affect*, Eds. Britta Timm Knudsen, and Carsten Stage, Palgrave Macmillan, pp. 222-36.

Singh, J. 2018. "A Thief, A Desire" and "Other Women" in *No Archive Will Restore You*. punctum books, pp. 15-19 and pp. 81-94.

Guest Lecture: Dr. Naomi de Szegheo-Lang

April 5 | Participatory Action Research

Uldam, Julie and Patrick McCurdy. 2013. Studying Social Movements: Challenges and Opportunities for Participant Observation. *Sociology Compass* 7.11: 941-951.

Tuck, Eve. 2009. "Re-visioning action: Participatory action research and Indigenous theories of change." *The Urban Review* 41.1: 47-65.

Other Matters

EMAIL: Please note that it is official Carleton policy that ALL email correspondence between instructors, TAs, and students must take place between Carleton email accounts.

This means that I will not respond to emails sent from hotmail, gmail, yahoo, or other accounts. You should expect a response to your emails within 24 hours.

IMPORTANT: I do not respond to emails the day before your final essay is due.

PLAGIARISM: Plagiarism is defined as the passing off of anyone else's work as one's own. Plagiarism occurs when a student either a) directly copies more than one or two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thoughts, where such ideas, if they were the student's own would contribute to the merit of their work.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

It is in students' best interests to keep all of their research notes intact after handing in papers. Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in this or any other course. Consult the Writing Tutorial Service (215PA) and the Student Academic Success Centre (SASC, 302 Tory) for more information on available services.

Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.

IN OTHER WORDS:

Understand what it means: plagiarism results when someone uses the ideas or writings of another and presents these ideas or writings as his or her own. Examples include:

1. Buying a paper from a research service or term paper mill.
2. Turning in a paper from a “free term paper” website.
3. Turning in a paper someone else has written for you.
4. Copying materials from a source without proper citation.
5. Using proper citation but leaving out quotation marks.
6. Paraphrasing materials from a source without appropriate citation.
7. Turning in a paper you wrote for another course.

When citing sources, it is best to present ideas using your own original words. If you fully understand a source, you will be able to completely describe its themes and ideas in your own words and from your own perspective. However, if you copy a passage that someone else wrote and only change a few words around, you have committed plagiarism.

When quoting directly from sources, it is best to use direct quotes only if the phrasing is apt and powerfully stated; be sure to include proper citation. If the quote is not revelatory or eloquent but simply provides some useful information, then it is best to explain the information completely in your own words while providing proper citation.

REQUESTS FOR ACADEMIC ACCOMMODATIONS:

For Students with Disabilities: Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*.

If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your letter of accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

For Religious Observance: Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements.

Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

STUDENT SUPPORT SERVICES

There are several services for students on campus to take advantage of:

- 1) For health and counseling issues you can visit **Health and Counseling Services**; 2600 CTT Centre; 613-520-6674; www.carleton.ca/health
- 2) **Student Academic Success Centre (SASC)**; 302 Tory; 613-520-7850; www.carleton.ca/sasc assists students with academic planning, understanding academic rules and regulations, finding a tutor, choosing or changing a major, polishing study skills, and referrals to other services.
- 3) **Academic Writing Centre and Writing Tutorial Service** (4th Floor, Library, 613-520-6632; www.carleton.ca/wts can help you learn to write better papers. Tutors are graduate students from a range of departments who have been trained to assist you at any stage in the writing process. To make an appointment, call 613-520-6632, or drop by their office between the hours of 9:00am and 4:30pm, Monday-Friday.
- 4) **The Learning Commons** (4th Floor, Library, 613-520-2600, ext. 1125; See also Main Floor desk) is a one-stop study-shop that combines research, IT and learning support services under one roof to enhance the student experience.