

Carleton University
Winter 2021
Pauline Jewett Institute of Women's and Gender Studies

WGST [3810A]: *Feminist Research*

Fridays / 11.35am – 2.25pm

Location: *Courses will be delivered ONLINE for the Winter 2021 term*
This course will be blended

Instructor: Dr. Amrita Hari
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Office Hours: Fridays, 11.30am-12.30pm via Big Blue Button

Prerequisites: Major or Minor in Women's and Gender Studies and third year standing, or permission of the Institute of Women's and Gender Studies.

Delivery: Blended

This course is mostly asynchronous with some voluntary synchronous elements. All course materials including syllabus, assignment details, rubrics, lecture videos/slides, examinations, and assignment/exam dropboxes will be available on the course page on Brightspace.

What is Brightspace?

Carleton University has [selected Brightspace by Desire2Learn as our new Learning Management System \(LMS\)](https://carleton.ca/brightspace/why-brightspace/) to replace cuLearn in the spring 2021 term. Ready more on why here: <https://carleton.ca/brightspace/why-brightspace/>

Carleton University will run a limited set of courses on the new Learning Management System, beginning in January 2021 through to April 2021, including this course. Learn more here: <https://carleton.ca/brightspace/pilot/>

If you are experiencing technological difficulties accessing any of the content in this course, you should contact ITS: <https://carleton.ca/its/contact/>. If you cannot reach technical help and continue to encounter difficulties in accessing discussion forums or assignment submission links close to deadlines, you must use the above email address and submit your completed assignment to your instructor within the deadline.

Big Blue Button Office Hours:

The Big Blue Button room is available under “Tools” in the navigation bar and every module under “Content” in the navigation bar, “Table of Contents”, clicking on the relevant module, and clicking on BBB to join the session. The room is always available for you to join. The instructor will hold drop-in ‘office hours’ every Friday from 11.30am – 12.30pm via Big Blue Button. Use email as your primary mode of contact for questions related to the course. You may request individual consultations at a discussed date and time and live chat via Big Blue Button for that relevant week.

Big Blue Button Tutorials: Voluntary and Synchronous

In recognition of the challenges associated with remote learning, the instructor will hold **three** voluntary synchronous tutorial sessions on Big Blue Button from 12.30 – 2pm, following office hours. The dates for the voluntary and synchronous tutorials are the following Fridays: **January 29, February 26, and March 26**. These tutorials are intended to summarize and clarify the concepts/ideas introduced in the modules preceding the tutorials. Respecting the various demands on students, these synchronous sessions will be voluntary – attendance will not be noted or graded.

There are some technical limitations to BBB; although it can hold up to 100 participants, it can only support 20 webcams. The instructor will keep their video on for the duration of the tutorials; she may ask that students turn-off cameras if capacity has been reached, so as to allow for a smooth delivery of tutorials without technical difficulties.

Course Description:

This course encourages students to learn and reflect upon a variety of qualitative feminist research methods. In the first part of the course, we will explore various feminist epistemologies and the ways in which feminist scholars challenge dominant theories of knowledge production and consumption. In the second part of the course, students will have an opportunity to assess and evaluate the utility and limitations of various methods, as well as the arising ethical and political issues. The course assignments are designed to refine students’ critical reading, thinking and writing skills and will allow students to apply knowledge gained in class to a variety of academic and professional activities.

Learning Objectives:

- To acquaint students with to key feminist debates about the production and consumption of knowledge
- To introduce students to a variety of feminist research methods

- To provide students with critical and analytical skills to understand and evaluate research studies
- To encourage students to grapple with the ethical and political considerations of research.

By the end of the course, you should be able to:

- Identify and critique a range of qualitative research methods
- Understand the ethical issues involved in conducting research on human research participants
- Assess and select the most effective method to use in conducting a research project

Class Schedule and Readings:

Please see the Course Essentials section for a detailed class schedule, as well as required readings for each module. All required readings are available via ARES, which you can find under “Tools” in the navigation bar. There is a link to ARES available in every module. You must go to “Content” in the navigation bar, “Table of Contents”, click on the relevant module, and click on ARES to access the required readings for the course. The instructor reserves the right to make changes if necessary, with regard to the readings and topics schedule. If changes are made during the course, you will be immediately notified.

Course evaluation

Assignment Title	Percentage of Final Grade	Due Date 12pm (noon)
Methods Report	30	January 29 February 26 March 26
Required Reading Questions	20	Fridays, except first (January 15) and last class (April 14)
Research Grant Application	50	
Project Statement and Bibliography (15)		February 12
Final Application (35)		April 9

BRIEF DESCRIPTION OF EVALUATION COMPONENTS

NB: You MUST see the assignment sheet for more details and grading rubrics for each evaluation component available under Course Essentials.

Required Readings Questions (20%)

You are required to post one well-conceived and well-defined discussion question related to the readings to the “Required Reading Question Forum” by 12pm (noon) on Fridays of relevant weeks. You can find the forum under “Content” >> “Table of Contents” >> and the relevant module. These required readings questions will be graded on a Complete and Non-Complete basis for every week, excepting the first (January 15) and last (April 14) classes. There are 10 content modules for this course, which means each question will count towards 2% of your final grade.

You can find some general guidelines here on how to post to a Discussions on Brightspace here: <https://blog.citl.mun.ca/resourcesforstudents/desire2learn/discussions/composing-messages/>

Methods Report (30%)

Over the duration of the course, you will be asked to write three methods reports. Each report will be graded out of 30 marks. Your best score will be applied towards 30% of your final grade. Methods reports are due by **12pm (noon) on the following Fridays: January 29, February 26, and March 26**. You should consult the details guidelines available under “Content” >> “Course Essentials” >> “Assignment Instructions” before completing the assignment. The template to be completed for submission is also available under “Assignment Instructions”. The relevant dropbox can be found under “Content” >> “Course Essentials” >> “Assignment Dropboxes” or under the relevant module.

Research Grant Application (50%)

Feminist Futures Development Grants

Deadline: 12pm, April 9th, 2020

Funding Available: Individual Grants of \$10,000

Project Duration: Variable

Grant Description: The Feminist Futures Development Grants are designed to assist young feminist scholars to pursue creative projects that challenge, address, and change the causes of inequalities, rights violations, and injustices of marginalized groups.

Applicants are required to prepare a grant proposal and include the following:

- 1) Tentative project title
- 2) Research objectives and/or questions
- 3) Literature Review
- 4) Methods

5) Project Budget

You are required to select a relevant project and carry out independent research for this assignment. This is a cumulative assignment. You will submit a Project Statement and Bibliography (15%) via Brightspace by **12pm (noon) on Friday 12 February, 2020** and the final application (35%), adding up to 50% of your final grade should also be submitted via Brightspace by **12pm (noon) on Friday 9 April, 2020 (penultimate class)**.

COURSE POLICIES

DUE DATES: Please check detailed assignment descriptions for relevant dates. Note that all assignment components must be submitted by 12pm (noon) of the specified date. All required readings questions must be posted to the relevant forum by 12pm (noon) on Fridays.

SUBMISSIONS: All assignments must be submitted as a **word file (.docx)**; this is the only file format that will be graded. It is your responsibility to ensure you have the software to submit assignments this format. Carleton students can [download Office at no charge](#).

It is your responsibility to ensure all of your assignments have been submitted properly. Submission areas permit you to verify your documents once they have been submitted. Material submitted incorrectly (i.e., not attached because you did not click 'submit'), or in an unreadable format (i.e., not .docx), will receive a zero. There will be no opportunities to resubmit after the assignment deadline has passed.

All due dates are noon (12pm), in case you need to resolve technical difficulties with Carleton's IT staff during business hours. Please note that we do not anticipate having technical difficulties during due dates in this class; these are just precautions.

If you cannot access a discussion forum or assignment dropbox link, you must email your course instructor all submission documents by the specified deadline. You must also download a copy of the email detailing your exchanges with IT help in case you are having difficulty accessing the course page. You are responsible for emailing a copy of your assignment and the relevant emails on time.

CLASS COURTESY: In each class setting, we form a community of learners. I intend to provide a safe space in which students can share their experiences and ideas, take risks and explore sensitive issues through frank dialogue. This class respects difference and diversity while welcoming thoughtful and critical debate and discussion.

In a classroom dedicated to social justice education, conflict will happen. This is part of a healthy, dynamic, and questioning space of learning and discovery. **Please remember that it is acceptable to disagree but not to disrespect.** You are encouraged to hold onto your own personal beliefs but recognize that there will be differences of opinion and experience. No one person's right to

their beliefs may supersede another person's right to security and dignity. Students should feel welcome and invited to the classroom. I seek to create opportunities for self-reflection and diverse ways of learning. Students should listen attentively and critically to the evidence provided in class discussions, readings, and other materials. The university classroom holds high standards of research, evidence and analytic proof.

Some of the materials and topics in this class can include **explicit content** (violence; sexuality; profanity; or blasphemous and objectionable conduct). If you feel any of these materials may cause you distress or severe discomfort, you are encouraged to speak with the instructor. You will not be exempt from any assigned work, but we will work together to accommodate your concerns. If you have any ideas and thoughts that you are not able to bring up during class time, you are encouraged to write your comments or questions down and give them to the instructor after class or by appointment.

In order for us to form an effective community of learners, there are number of protocols that must be in place to help ensure that all present have a positive experience, and we all offer each other complete attention and respect.

- Be respectful, self-aware, and mindful of the class dynamic and your place in it.
- **Do not make assumptions** about other people's identities and life experiences. That includes but is not limited to race, gender, sexuality, ability, mental and emotional wellbeing, age, citizenship status, and reproductivity.
- Recognize that **language is a powerful tool** in social justice education. Language changes as new issues and greater clarity develops. If you do correct language use, do so respectfully; if you are corrected, accept that correction respectfully.
- Make an effort to speak from **the position of "I"** (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.
- **Address people without assuming their gender.** Some ways to do this:
 - Don't refer to groups as guys, ladies, women, men, etc.
 - Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said..."
- Address people using the **gender pronouns** they have indicated for themselves.
- Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics include abuse, violence, addiction, suicide, mental health, and transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, "Please note that there will be (x) content in my discussion."
- Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in **self-care** as required and/or desired.

TECHNOLOGY:

This is an online course. It is the responsibility of you, the student, to ensure that you have the appropriate technology to access the course.

It is your responsibility to check your email and log into the course website a minimum of 2-3 times per week.

Discussion Netiquette (Etiquette while on the Internet):

Any discriminatory postings ***will not be tolerated***; these comments will be removed immediately and the student may be prohibited from participating in subsequent online discussions.

Discussion Forums: The idea of the discussion forums is to allow students to engage with each other about the module and assigned readings. You are required to respond to one another's comments and ideas.

Lurking: Don't "lurk" — which means reading messages without posting any comments or replies. Remember that you are expected to participate in the discussions.

Capital letters: Typing in all UPPER CASE LETTERS means that you are shouting in your message. Don't post messages all in upper case.

Audience: Remember that depending on the type of Discussion Board, your posting may be visible to the entire class. Be sensitive not to offend anyone deliberately, but be sure to express your own opinions as well.

Flaming: Intellectual disagreement is expected, but gives your classmates the same respect you would in the classroom. Avoid "flaming", or publicly attacking someone for her or his point of view.

Language: Please use good taste in your language. Also try not to use slang or web abbreviations (e.g. LOL). Since these are classroom discussion boards, they should take on a more formal tone than public forums on the Net.

FINAL GRADES:

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

A+= 90-100; A= 85-89; A-=80-84;

B+=77-79; B=73-76; B-=70-72;

C+=67-69; C=63-66; C-=60-62;

D+=56-59; D=53-56; D-=50-52;

F= Below 50

Please note: All final grades are subject to the Dean's approval.

COPYRIGHT STATEMENT:

Please note: classroom teaching and learning activities, including lecture videos, discussion forums, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only.

Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

COURSE ACCOMMODATIONS

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. 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. Please consult the PMC

website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

INSTRUCTIONAL OFFENCES

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course. Read more about academic integrity here: <https://carleton.ca/registrar/academic-integrity/>