

WGST 5907 – Researching Women’s and Gender Issues

Pauline Jewett Institute of Women’s and Gender Studies

Carleton University

Tuesdays 11:35am-2:25pm

Dunton Tower 1419

Winter 2018

Course Instructor: Dr. Grace Adeniyi Ogunyankin

Email: Grace.Ogunyankin@carleton.ca

Office: 1422 Dunton Tower

Office hours: Mondays 2:00pm - 3:00pm;

Tuesdays 2:35pm-3:30pm

Course Description

The first section of the course contextualizes feminist research. As such, we will make an inquiry into what makes a research feminist and whether a feminist method exists. We will then engage with the politics of epistemic location (and violence) and ask what a feminist knowledge production looks like. The next section of the course explores feminist research dilemmas. We will investigate the relationship between the researcher and the “researched”. In so doing, we will examine questions of objectification in research, positionality, reflexivity, authority, and insider/outsider. The final section of the course focuses on research design and methods. We will think through the considerations that need to be taken into account when designing a feminist research project. We will specifically focus on qualitative research studies, which will involve hands-on learning and guest talks delivered by researchers who employ the methods we highlight in this course.

Course Goals/Objectives

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

- Explain how feminist research differs from traditional research and critically evaluate various feminist theories;
- Understand and articulate how feminist theory and politics inform research questions and methodological choices;
- Identify a research interest; frame research questions and focus; discuss ethical issues
- Analyze and interpret qualitative data;
- Conduct critical literature review and identify research gaps;
- Recognize the most appropriate methods for conducting research in their field of interest and explain the role of method in directing research outcomes; and
- Think critically about how and by whom knowledge is produced; the links between the researcher and the researched; the ethical, political and epistemological issues that arise in studying “others”; and the relationship of knowledge to questions of power, identity, and social change.

Course Website

This course is registered on cuLearn. CuLearn will be used to post any news items pertaining to the course. These posts will be automatically sent to students’ email accounts, so please be sure to regularly check your university e-mail account.

Course Policies

Assignment Policies

Late papers will be penalized 5% per day off the assigned mark (including weekends). Please note that papers more than two weeks late will not be accepted and will receive an automatic grade of zero. I may entertain exceptions to the late penalty for valid reasons. Please get in touch with me prior to the deadline, if possible.

Plagiarism and Academic Offences

The University Senate defines plagiarism as “presenting, whether intentionally 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 Dean of the Faculty conducts 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. The university’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

Third Party sharing websites

Student or professor materials created for this course (including presentations and assignments) are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, 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 seminar handouts and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Emails

I will answer e-mails from my official Carleton University address within 48 hours (excluding weekends and holidays). Please include your full name, student number and course code in the e-mail. Please refrain from using informal language.

Cell Phones and Laptops

Please turn off your cell phones during class. You are permitted to use your laptops/tablets for note taking. If used for other purposes, you will be asked to turn off your device.

Course Requirements and Grading

Evaluation	%
Seminar Participation and Discussion Questions	10%
Online TCPS Training (Feb 6)	5%
Situating Knowledge Production Essay (Feb 13)	15%
Methods Assignments <ul style="list-style-type: none"> • Observation (10%): Mar 13 • Focus Group Exercise (15%): Mar. 27 • Discourse Analysis (10%): Apr 10 	35%
Research Grant Proposal (Apr 11)	35%
Bonus (Analysis of <i>The Book of Phoenix</i>)	5%

Assignment requirements will be discussed further in lecture **during weeks 1 and 2**. Instructions and Guidelines will also be posted on cuLearn. All assignments are due at the beginning of class and must be submitted on cuLearn unless otherwise specified. Assignment grades will be returned within two weeks of the submission date. Please retain a hard copy of all assignments submitted in this course.

Final Grades

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

A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52
		F	0-49

Please note that standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Academic Accommodation

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

Religious Obligations

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](#)

Pregnancy Obligations

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 Accommodation 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.

You can visit the Equity Services [website](#) to view the policies and to obtain more detailed information on academic accommodation.

Required Readings

All required course readings are available on Ares through the cuLearn site for this course. You are responsible for getting and reading the material. You are expected to engage with the material, take notes and come prepared for seminar discussions and activities.

Course Schedule

***The professor reserves the right to make changes with regard to the readings and topics schedule. If modifications are necessitated during the course, the professor will *immediately notify students of such changes via cuLearn.* ***

Please note that readings denoted “Further Reading” are not required readings for the course.

Contextualizing Feminist Research

Week 1 (Jan. 9, 2018) What is Feminist Research? What Makes a Research Project Feminist?

- **Hesse-Biber, S.N.** (2014) Chapter 1: A re-invitation to feminist research (pp. 1-10) in Hesse-Biber, S.N (ed) *Feminist Research Practice* 2nd ed. Sage Publishing.
- **Harding, S.** (1987). Is there a feminist method? In S. Harding (ed), *Feminism and Methodology: Social Science Issues*. Bloomington: Indiana University Press.
- **Kelly, L., Burton, S. and Regan, L.** (1994). Researching women's lives or studying women's oppression? Reflections on what constitutes feminist research." In M. Maynard & J. Purvis (eds.), *Researching women's lives from a feminist perspective* (pp. 27-48). London: Taylor & Francis.
- **Jagger, A. M.** (2016) Introduction: The project of feminist research in *Just Methods: An interdisciplinary feminist reader* (2nd ed). New York: Routledge.

Further Reading

- Ramazanoğlu, C. & Holland, J. (2002). Introduction to *Feminist Methodology: Challenges and Choices* (pp. 1-20). Thousand Oaks: Sage.
- Fonow, M. & Cook, J. (2002). “Feminist Methodology: New Applications in the Academy and Public Policy.” *Signs: Journal of Women in Culture & Society* 30 (4), 2211-36

Week 2 (Jan. 16, 2018) Feminist Epistemologies

- **Tuhiwai Smith, L.** (1999). Chapter 2: Research through imperial eyes & Chapter 3: Colonizing knowledges in *Decolonizing research methodologies: Research and Indigeneous peoples*. New York: Zed Books.
- **Bannerji, H.** (1995). But Who Speaks for Us? Experience and Agency in Conventional Feminist Paradigms,” in *Thinking Through: Essays on Feminism, Marxism and Antiracism* (pp. 56-91), Toronto: Canada Scholar’s Press and Women’s Press,
- **McCann, H.** (2016). Epistemology of the Subject: Queer Theory’s Challenge to Feminist Sociology. *WSQ: Women’s Studies Quarterly*, 44(3), 224–243.
- **Frost, N. & Elichaooff, F.** (2014). Feminist postmodernism, poststructuralism, and critical theory. In S. N. Hesse-Biber (Ed.), *Feminist Research Practice* (second, pp. 42–72). London, UK: SAGE Publications.
- **Naples, N. A., & Gurr, B.** (2014). Feminist Empiricism and Standpoint Theory: Approaches to understanding the world. In S. N. Hesse-Biber (Ed.), *Feminist Research Practice* (second, pp. 14–41). London, UK: SAGE Publications.

Further Reading

- Cook, J. A., & Fonow, M. M. (1986). Knowledge and Women's Interests: Issues of Epistemology and Methodology in Feminist Sociological Research*. *Sociological Inquiry*, 56(1), 2-29.
- Sook Kim, H. (2007). The Politics of Border Crossings: Black, Postcolonial, and Transnational Feminist Perspectives. In S. N. Hesse-Biber (Ed.), *Handbook of feminist research: theory and praxis*. Thousand Oaks, Calif: SAGE Publications.
- Kitch, S. L. (2007). Feminist Interdisciplinary Approaches to Knowledge Building. In S. N. Hesse-Biber (Ed.), *Handbook of feminist research: theory and praxis*. Thousand Oaks, Calif: SAGE Publications.
- Ramazanoğlu, C with Janet H. (2002). "Reason, Science and Progress: Feminism's Enlightenment Inheritance." In *Feminist Methodology: Challenges and Choices*, eds. Caroline Ramazanoğlu with Janet Holland, 23-40. Thousand Oaks: Sage.
- Alcoff, L & Potter, E. (1993). Introduction: When Feminisms Intersect Epistemology. In, L. Alcoff & E. Potter (eds.), *Feminist Epistemologies* (pp. 1-14). New York: Routledge.
- Code, L. (1981). "Is the Sex of the Knower Epistemologically Significant?" *Metaphilosophy* 12: 267-276.
- Shope, J. (2006). "You can't cross a river without getting wet": a feminist standpoint on the dilemmas of cross-cultural research." *Qualitative Inquiry* 12 (1), 163-84.
- Hill-Collins, P. (1991). Learning From the Outsider Within: The Sociological Significance of Black Feminist Thought. In *Beyond Methodology: Feminist Scholarship as Lived Research* eds. M.M. Fonow and J.A. Cook, 35-59. Bloomington IN: Indiana University Press.
- Narayan, U (2004). "The project of feminist epistemology: perspectives from a nonwestern feminist." In S. Harding (ed), *The feminist standpoint reader: intellectual and political controversies* (pp. 213-224). New York: Routledge.
- Bernal, D.D. (1998). Using a Chicana Feminist Epistemology in Educational Research. *Harvard Educational Review* 68 (4), 555-582.
- Harding, S (1991). "Thinking from the perspective of lesbian's lives." In *Whose Science? Whose Knowledge?* (pp. 248-267). Ithaca: Cornell University Press.

Feminist Research Dilemmas

Week 3 (Jan. 23, 2018) Positionality and Ethics of Knowing/ Reflexivity and Voice

Begin online TCPS training

- **Craene, V. D.** (2017). Fucking geographers! Or the epistemological consequences of neglecting the lusty researcher's body. *Gender, Place & Culture*, 24(3), 449-464.
- **England, K.** (1994). Getting personal: reflexivity, personality, and feminist research." *Professional Geographer* 46(1), 80-89.
- **DeVault, M.** (1999). Speaking Up, Carefully: Authorship and Authority in Feminist Writing. In *Liberating Method: Feminism and Social Research* (pp. 60-83). Philadelphia: Temple University Press.
- **Kirsch, G.** (1999). Whose words? Whose realities?: The politics of representation and interpretation. In *Ethical Dilemmas in Feminist Research*, ed. Gesa E. Kirsch, 1-23. Albany:

State University of New York Press.

- **Nagar, R., & Geiger, S.** (2007). *Reflexivity and positionality in feminist fieldwork revisited*. In *Politics and Practice in Economic Geography* (pp. 267-278). SAGE Publications Inc.
- **Karach, A. & D. Roach** (1992). Collaborative Writing, Consciousness Raising, Practical Feminist Ethics. *Women's Studies Int. Forum* 15 (2), 303-308.

Further Reading

- Preissle, J. (2007). Feminist Research Ethics. In S. N. Hesse-Biber (Ed.), *Handbook of feminist research: theory and praxis*. Thousand Oaks, Calif: SAGE Publications.
 - Hesse-Biber, S. N., & Piatelli, D. (2007). Holistic Reflexivity: The Feminist Practice of Reflexivity. In S. N. Hesse-Biber (Ed.), *Handbook of feminist research: theory and praxis*. Thousand Oaks, Calif: SAGE Publications.
- Rose, G. (1997). Situating knowledges: positionality, reflexivities and other tactics. *Progress in Human Geography*, 21(3), 305-320.
 - Bain, A. L., & Nash, C. J. (2006). Undressing the researcher: feminism, embodiment and sexuality at a queer bathhouse event. *Area*, 38(1), 99–106.
- DeVault, M. (1999). "Talking and Listening from Women's Standpoint: Feminist Strategies for Listening and Analysis." In M. De Vault (ed), *Liberating Method: Feminism and Social Research* (pp. 187-191). Philadelphia: Temple University Press.
- Irwin, K. (2006). Into the dark heart of ethnography: the lived ethics and inequality of intimate field relationships. *Qualitative Sociology* 29: 55-175.
- Acker, J, Barry, K & Esseveld, J. (1996). Objectivity and Truth: Problems in Doing Feminist Research.” In H. Gottfried (ed), *Feminism and Social Change: Bridging Theory and Practice* (pp. 60-87). Urbana: University of Illinois Press.
- Faria, C & Mollett, S. (2016). Critical Feminist Reflexivity and the Politics of Whiteness in the ‘Field.’ *Gender, Place & Culture* 23 (1), 79–93.
- Fisher, K. T. (2015). Positionality, Subjectivity, and Race in Transnational and Transcultural Geographical Research. *Gender, Place & Culture* 22 (4): 456–73.
- Wolf, Diane. 1996. "Situating feminist dilemmas in fieldwork". In *Feminist Dilemmas in Fieldwork*, edited by Diane Wolf, 1–55. Boulder, CO

Week 4 (Jan. 30, 2018) Insider/Outsider Debates

Paper Writing Day – No class

- **Acker, S.** (2000). “In/out/side: positioning the researcher in feminist qualitative research.” *Resources for Feminist Research* 28 (1/2), 189-208.
- **Bridges, D.** (2001). The ethics of outsider research. *Journal of Philosophy of Education*. 35(3), 371- 386.
- **Mullings, B.** (1999). “Insider or Outsider, Both or Neither: Some Dilemmas of Interviewing in a Cross-cultural Setting”. *Geoforum* 30: 337-350.
- **Sherif, B.** (2001). The ambiguity of boundaries in the fieldwork experience: Establishing rapport and negotiating insider/outsider status. *Qualitative Inquiry*, 7(4), 436-447.
- **Naples, N** (1996). “A Feminist Revisiting of the Insider/Outsider Debate: The ‘Outsider Phenomenon’ in Rural Iowa.” *Qualitative Sociology* 19 (1), 83–106.

Further Reading:

- Archibald, L & Crnkovich, M. “Intimate outsiders: feminist research in a cross-cultural environment.” In *Changing Methods: Feminists Transforming Practice*, eds. Sandra D. Burt and Lorraine Code, 105-125. Peterborough: Broadview Press, 1995.
- Halpin, Z. T. (1999). Scientific objectivity and the concept of 'the other.' *Women's Studies International Forum* 12 (3), 285-294.
- Zavella, P (1993). “Feminist Insider Dilemmas: Constructing Ethnic Identity with ‘Chicana’ Informants.” *Frontiers* 13(3), 53-76.

Research Design and Methods

Week 5 (Feb. 6, 2018) Beginning a Feminist Research Project

Complete online TCPS Training

Guest Lecture & Reading Discussion Facilitation: Dr. Anna Bogic

- **Reid, C., Greaves, L., & Kirby, S.** (2017). *Experience Research Social Change: Critical Methods, Third Edition*. University of Toronto Press.
 - Chapter 3: Being a Researcher: Locating Yourself and Research Ethics
 - Chapter 4: What? The Research Question and Establishing Writing and Organizational Processes
 - Chapter 5: Why? The Literature Review
- **Haggis, J.** (1990). “The feminist research process: Defining a topic.” In L. Stanley (ed.), *Feminist Praxis: Research, Theory and Epistemology in Feminist Sociology* (pp. 67-79). New York: Routledge Press.
- **Jayaratne, T. E. & Stewart, A. J.** (1991). “Quantitative and Qualitative Methods in the Social Sciences: Current Feminist Issues and Practical Strategies.” In *Beyond Methodology: Feminist Scholarship as Lived Research* eds. M.M. Fonow and J.A. Cook, 85-106. Bloomington IN: Indiana University Press, 1991.

Further Reading

- Ramazanoğlu, C & Holland, J. (2002). “Choices and Decisions: Doing A Feminist Research Project.” In C. Ramazanoğlu & J Holland (eds), *Feminist Methodology: Challenges and Choices* (pp. 145-164). Thousand Oaks: Sage.
- Olesen, V. (1994). “Feminisms and models of qualitative research.” In *Handbook of Qualitative Research* eds. Norman Denzin and Y. Lioncoln, 158-174. Thousand Oaks, CA.: Sage.
- Lawson, V. (1995). “The politics of difference: Examining the quantitative/qualitative dualism in post-structuralist feminist research.” *The Professional Geographer* 47(4), 449-457.
- Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative Research*, 6(1), 97-113.
- Cannon, L. W, Higgenbotham, E. & Leung, M.L.A. (1991). Race and Class Bias in Qualitative Research on Women.” In M.M. Fonow and J.A. Cook (eds), *Beyond Methodology: Feminist Scholarship as Lived Research* (pp. 107-118). Bloomington IN: Indiana University Press.

Week 6 (Feb. 13, 2018) Feminist Action Research

- **Tuhiwai Smith, L.** (1999). Chapter 4: Research Adventures on Indigenous land in *Decolonizing research methodologies: Research and Indigeneous peoples*. New York: Zed Books.
- **Gustafson, D. L., & Brunger, F.** (2014). Ethics, “Vulnerability,” and Feminist Participatory Action Research With a Disability Community. *Qualitative Health Research*, 24(7), 997–1005.
- **Gatenby, B & Humphries, M** (2000). Feminist participatory action research: methodological and ethical issues. *Women's Studies International Forum* 23 (1), 89-105.
- **Coates, J. Doss, M & Jensen, J.** (1998). Isn't Just Being Here Political Enough? Feminist Action-Oriented Research as a Challenge to Graduate Women's Studies. *Feminist Studies* 4 (2), 383-346.
- **Spalter-Roth, R & Hartmann, H.** (1996). “Small Happinesses: The Feminist Struggle to Integrate Social Research with Social Activism.” In *Feminism and Social Change: Bridging Theory and Practice*, ed. Heidi Gottfried, 206-224. Urbana: University of Illinois Press.

Further Reading:

- Chakma, T. (2016). Feminist Participatory Action Research (FPAR): An effective framework for empowering grassroots women & strengthening feminist movements in Asia Pacific. *Asian Journal of Women's Studies*, 22(2), 165–173.
- Darroch, F., & Giles, A. (2014). Decolonizing Health Research: Community-Based Participatory Research and Postcolonial Feminist Theory. *The Canadian Journal of Action Research*, 15(3), 22–36.
- Ponic, P., Reid, C., & Frisby, W. (2010). Cultivating the power of partnerships in feminist participatory action research in women's health. *Nursing Inquiry*, 17(4), 324–335.
- Pearson, R. (2004). “Organising home-based workers in the global economy: an action-research approach.” *Development in Practice* 14(1- 2), 136-148.

Week 7 (Feb. 20, 2018) Reading Week

Week 8 (Feb. 27, 2018) Historical Methods/Analyses

Guest Lecture: Dr. Katherine Bausch

- **Bausch, K.** (2014). Norman Mailer, Hipsters, and the Authenticity of the White Negro. In *The Paradox of Authenticity in a Globalized World* (pp. 187–203). Palgrave Macmillan, New York. https://doi.org/10.1057/9781137353832_13
- **Reinharz, S.** (1992). Feminist Oral History. In S. Reinharz & L. Davidman (eds), *Feminist Methods in Social Research* (pp. 126-146). London: Oxford University Press.
- **Freedman, E. B.** (1998). “‘The Burning of Letters Continues’: Elusive Identities and the Historical Construction of Sexuality.” *Journal of Women's History* 9(4), 181-200
- **Strobel, M.** (1999). "Getting to the source: Becoming a historian, being an activist, and thinking archivally: Documents and memory as sources" *Journal of Women's History*, Spring: 182-192.
- **Flynn, K.** (2000). Gender History, Women's History, Women's Studies and Lost Subjects. *Atlantis* 25(1), 130-132.

Further Reading:

- Nestle, J. (1990). “The Will to Remember: The Lesbian Herstory Archives of New York,” *Feminist Review* 34 (1990): 86-94.

- Kadar, M. (2001). "Afterword." In H. B. Buss & M. Kadar (eds.), *Working in women's archives: researching women's private literature and archival documents* (pp. 115-117). Waterloo, Ontario: Wilfrid Laurier University Press.
- Bradbury, B. (2008). Widows at the Hustings: Gender, citizenship and the Montreal By-Election of 1832. In R. Bell & V. Yans (eds.), *Women on their Own: Interdisciplinary Perspectives on Being Single* (pp. 82-114). New Brunswick, NJ: Rutgers University Press.
- Matsumoto, V. (1996). Reflections on Oral History: Research in a Japanese American Community." In D.L. Wold (Ed), *Feminist Dilemmas in Fieldwork* (pp. 160-169). Boulder, Colo.: Westview Press.
- Anderson, K., Armitage, S., Jack, D., & Wittner, J. (1990). Beginning Where We Are: Feminist Methodology in Oral History." In J.M. Nielsen (ed), *Feminist Research Methods: Exemplary Readings in the Social Sciences* (pp. 94-112). Boulder CO: Westview Press.
- Purvis, J. (1994). Doing Feminist Women's History: Researching the Lives of Women in the Suffragette Movement in Edwardian England. In M. Maynard & J. Purvis (Eds.), *Researching women's lives from a feminist perspective*. Bristol, PA: Taylor & Francis.

Week 9 (Mar. 6, 2018) Ethnography and Autoethnography

Unobtrusive Field Observation

Guest Lecture: Dr. Megan Rivers-Moore

- **Glesne, C.**(1999). "Being there: developing understanding through participant observation", pp. 43-66 in *Becoming Qualitative Researchers*. Longman: New York.
- **Gordon, R., Holland, J., Lahelma, E. & Tolonen, R.** (2005). "Gazing with intent: ethnographic practice in classrooms", *Qualitative Research* 5(1), 113-131.
- **Buch, E.D. and Staller, K. M.** (2014). What is feminist ethnography? In S. N. Hesse-Biber (Ed.), *Feminist Research Practice* (second, pp. 14-41). London, UK: SAGE Publications.
- **Avishai, O., Gerber, L., & J. Randles.** (2012). The Feminist Ethnographer's Dilemma: Reconciling Progressive Research Agendas With Fieldwork Realities. *Journal of Contemporary Ethnography*. 42(4), 394-426.

Further Reading:

- Reger, J. (2001). "Emotions, objectivity and voice: an analysis of a 'failed' participant observation", *Women's Studies International Forum* 24(5), 605-16.
- Tjora, A. (2006). "Writing small discoveries: an exploration of fresh observers' observations", *Qualitative Research* 6(4), 429-451
- Adler, P. & Adler, P. (1994). "Observational Techniques" pp. 377-92 in N. Denzin and Y Lincoln. (eds). *The Handbook of Qualitative Research*, Thousand Oaks, CA: Sage Publications.
- Reinharz, S. (1992). Feminist ethnography. In S. Reinharz & L. Davidman (eds), *Feminist Methods in Social Research* (pp. 46-75). London: Oxford University Press.
- Visweswaran, K. (1997). "Histories of Feminist Ethnography," *Annual Review of Anthropology* 26: 591-621.
- Bourgois, P. & Schonberg, J. (2009). Introduction. In *Righteous Dopefiend*. Berkeley: University of California Press. 1-23.
- Nencel, L. (2001). Writing up the rhythm of fieldwork. In *Ethnography and Prostitution in Peru*. London: Pluto. 73-93.

- Luttrell, W. (2000). Good enough methods for ethnographic research.” *Harvard Educational Review* 70(4), 499-523.
- Allahyari, R.A. (2002). “Becoming feminist cyber ethnographers.” In N. A. Naples & K. Bojar (eds.), *Teaching feminist activism: strategies from the field* (pp. 236-254). London: Routledge.
- Stacey, J. (1988). “Can There be a Feminist Ethnography?” *Women's Studies International Forum* 11: 21-27.
- Tedlock, B. (1991). From participant observation to the observation of participation: The emergence of narrative ethnography. *Journal of Anthropological Research* 47:69–94.

Week 10 (Mar. 13, 2018) In-depth interviewing and Focus Groups

Focus Group Interview Exercise

- **Montell, F.** (1999). Focus Group Interviews: A New Feminist Method. *NWSA Journal*, 11(1), 44–71.
- **Reinharz, S.** Feminist Interview Research. In S. Reinharz & L. Davidman (eds), *Feminist Methods in Social Research* (pp. 18-45). London: Oxford University Press.
- **Hesse-Biber, S.** (2007). The practice of in-depth interviewing In S.N. Hesse-Biber & P.L. Leavy (eds.), *Feminist research practice: a primer*(pp. 223-248). Thousand Oaks, CA.: Sage.

Further Reading:

- Elwood, S. A. & Martin, D.G. (2000) “‘Placing’ interviews: location and scales of power in qualitative research.” *Professional Geographer* 52 (4), 649-657.
- Van Staveren, I. (1997). Focus groups: Contributing to a gender-aware methodology.” *Feminist Economics* 3 (Summer), 131-136.

Week 11 (Mar. 20, 2018) Nvivo Workshop

No readings. Work on completing your research proposals.

Week 12 (Mar. 27, 2018) Visual Methodologies I: Introduction and Audiencing

Guest Lecture: Celine Donelle (TBC)

- Rose, G. *Visual Methodologies* (4th edition). Sage Publications
 - Chapters 1, 2 & 10

Further Reading:

- Clough, P.T. (2008) 'The affective turn: Political economy, biomedica and bodies', *Theory, Culture and Society*, 25: 1–22.
- Hayles, N.K. (2006) 'Unfinished work: From cyborg to cognisphere', *Theory, Culture and Society*, 23: 159–66.
- Bermejo, F. (2009) 'Audience manufacture in historical perspective: from broadcasting to Google', *New Media and Society*, 11: 133–54.
- Carpentier, N. (2009) 'Participation is not enough the conditions of possibility of mediated participatory practices', *European Journal of Communication*, 24: 407–20.

- Livingstone, S. (2008) 'Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression', *New Media and Society*, 10: 393–411.
- Napoli, P. (2010) 'Revisiting “mass communication” and the “work” of the audience in the new media environment', *Media, Culture and Society*, 32: 505–16.

Week 13 (Apr 3, 2018) Visual Methodologies II: Content and Discourse Analysis

Visit the National Gallery of Canada prior to this class for your Discourse Analysis assignment

Guest Lecture: priya kumar (TBC)

- Rose, G. (2016). *Visual Methodologies* (4th edition). Sage Publications
 - Chapters 5, 8 & 9

Further Reading:

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Week 14 (Apr. 10, 2018) Conclusions
