3320G: Intro to Gender and Feminist Methodologies
Winter 2026

The University of Western Ontario, London, Canada
Department of Gender, Sexuality, and Women's Studies

Date/hours: [see OWL Brightspace]
Location: [see OWL Brightspace]
Delivery: In-person [unless otherwise specified]

The department would like to recognize that we are located on the traditional land of the Anishinaabek, Haudenosaunee, Lenape, and Attawandaron peoples.

1. Instructor Information

Instructor: Dr. Jami McFarland (she/her)
Email: jmcfarl9@uwo.ca
Office Hours: [See OWL Brightspace], or by appointment
Format: Zoom [meeting link available on Brightspace]

Email Policy

Your questions are welcome. Please email me from your Western (@uwo.ca) email address and include "3320G" in the email subject line. You may address your email to "Jami" or "Dr. McFarland" (e.g., "Good Afternoon Jami").

I will strive to respond to emails within 48 hours on weekdays. I do not check my email on weekends and holidays. If you have not received a response from me within the 48-hour window, please send a gentle, follow-up email.

2. Course Description and Schedule

This course introduces students to feminist, queer, trans, anti-colonial, Indigenous, and crip methodologies. Rather than treating research as a neutral or objective practice, the course critically explores how the production of knowledge is shaped by power and inequality. The course begins with key feminist critiques of traditional research practices (e.g., positivism), and investigates the practices and politics of data collection, interpretation, and knowledge translation and mobilization. Students will learn how feminist and gender scholars have questioned whose voices are heard and which

experiences are valued, and how research can both reproduce and challenge oppressive systems. Students will also explore e/Ethical issues in feminist research, including consent, care, researcher positionality, trauma, emotional labour, and responsibility to research participants and communities. This course also addresses some of the practical and ethical challenges of fieldwork, like navigating insider/outsider roles with participants, responding to and reflecting on mistakes in the field, and reducing power dynamics between the researcher and 'researched'. By the end of the course, students will have developed a critical and reflective understanding of feminist research methodologies and gained practical tools for conducting ethical and inclusive, social justice-oriented research.

Prerequisite: GSWS 2220E or permission of the department

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Articulate the ways in which feminist, queer, Indigenous, and crip approaches to knowledge redefine traditional categories of knowledge production and their impact;
- Describe how interdisciplinary feminist, queer, Indigenous, and crip perspectives inform research methods and processes;
- Understand how social locations (e.g., gender, sexuality, race, class, disability, body size, etc.) shape participation in research processes;
- Articulate the liberatory potential and limitations of feminist research;
- Design a research project that is informed by feminist, queer, Indigenous, and crip perspectives;
- Consider and engage non-traditional forms of knowledge production, translation, and dissemination within the context of feminist, queer, Indigenous, and crip communities.

Course Schedule

Week	Topic	Readings
WK 1: Jan. 8	Introductions and/to Feminist Methodology	Landman; Doucet & Mauthner; Jaggar
WK 2: Jan. 15	Feminist Perspectives on Knowledge Production	Haraway; Collins; Davis & Khonach
WK 3: Jan. 22	Who Can (or Should) Speak for Whom in Research and the Academy?	Alcoff; Baldwin & Chandra; Spivak
WK 4: Jan. 29	Decolonization and Indigenous Methodologies	Tuck & Yang; Kovach; Omodan
WK 5: Feb. 5	Narratives, Numbers, and Beyond	Doan; Velocci; Cheek
WK 6: Feb. 12	E/ethics in Research and Feminist Ethical Entanglements	Morris, Greteman, & Weststrate; Galvez & Muñoz
WK 7: Feb. 19	Reading Week	
WK 8: Feb. 26	Fieldwork Trouble – Pt. 1	Rosenberg & Tilley; Clay
WK 9: Mar. 5	Fieldwork Trouble – Pt. 2	Anderson, Lundberg, & O'Donnell; Thwaites
WK 10: Mar. 12	Designing Accessible Research and Cripping Methodologies	Sitter & Grittner; Wong; Price & Kerschbaum
WK 11: Mar. 19	Data Analysis and Interpretative Harm	Tuck & Yang; Braun & Clarke; Jowsey et al.
WK 12: Mar. 26	Feminist Knowledge Translation and Dissemination	Quinn & Ogbaa; Cooper & Driedger; Kovach
WK13: Apr. 2	Independent Feminist Research Project Show and Tell – Pt. 1	
WK 14: Apr. 9	Independent Feminist Research Project Show and Tell – Pt. 2	

3. Course Materials

All course material will be posted to OWL Brightspace: https://westernu.brightspace.com/

Students are responsible for checking the course OWL site regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the OWL Brightspace Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Technical Requirements

This course requires you to have a reliable high-speed internet connection and a computer that enables you to submit assignments online and meet online for attending my office hours or any possible classes that will be delivered online due to weather or sickness.

Electronic Devices

Please turn off your cell phones during class. Important calls/texts must happen outside of the classroom.

You are permitted to use your laptops/tablets for note taking. If used for other purposes (e.g., texting/messaging, responding to emails, shopping, playing games, completing other coursework, etc.), you will be asked to turn off your device.

If I notice that you are distracted by personal electronic devices, this will be reflected in your participation grade.

Statement on the Use of Generative Artificial Intelligence (AI)

ChatGPT and its various analogues are not "research help" nor are they "grammar checkers." They produce text based on a predictive model as to what word is most likely to come next. When asked to cite "research," they have no capacity to do actual research, so they invent articles and books. You may find yourself citing a work whose author and title are complete fictions; more often, the AI attributes its imaginary research paper to a real scholar, but not necessarily one who even works in the area. Using a Generative AI app may seem like an easy way to manage your time or to simplify your workload, but if you use it without acknowledging that you are doing so, you are cheating. You are also depriving yourself of the value of education, since by using ChatGPT you are not building your own skills in critical thinking, research, or communication, all of which are areas of significant interest to potential employers. In brief, **if you use a Generative AI app to help with your assignment, you must identify every part of your assignment that you did not write yourself.** Anything else is a violation of academic integrity and subject to all the same penalties as more traditional types of plagiarism.

If undeclared AI use is suspected, you may be asked to explain your written work orally and answer questions about your writing and the research process. You may also be asked to submit research notes, rough drafts, essay outlines, and other materials used in preparing assignments. An inability to do so, may weigh heavily against you. To this end, students are expected to retain these materials until after final grades have been entered.

4. Methods of Evaluation

Below, is the evaluation breakdown. Any deviations will be communicated.

Assessment	Value	Due Date & Submission Info	Format
Participation	15%	Ongoing and in class	Multimodal
Positionality Reflection*	15%	February 5 – submit to OWL	Written
Observation & Fieldnotes*	20%	March 12 – submit to OWL	Written
Independent Feminist Research Project			
Proposal*	15%	February 26 – submit to OWL	Written
Methodological Design*	20%	March 26 – submit to OWL	Written
Show and Tell**	15%	April 2 – present in class and submit to OWL	Multimodal

[For a detailed break-down of each assessment, please visit OWL Brightspace → "Assessment Descriptions"]

*Please note that because the submission deadline for this assessment already includes flexibility in the form of a 72-hour grace period, the instructor reserves the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

**Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with an opportunity to make up this work (see next section for more details).

All written assignments must be **submitted to Turnitin.com and OWL before 11:59 pm EST on Thursdays** unless otherwise specified.

After an assessment is returned, students should wait 24-hours to reflect on feedback before contacting their evaluator; following the 24-hour window, reach out within 7 days to ensure a timely response.

A+	90-100	One could scarcely expect better from a student at this level.
A	80-89	Superior work which clearly above average.
B	70-79	Good work, meeting all requirements and entirely satisfactory.
C	60-69	Competent work, meeting requirements.
D	50-59	Fair work, minimally acceptable.
F	Below 50	Fail.

For the department's detailed grading criteria, please see page 8.

Late and Missed Assessments:

In this course, the following assessments have a **no-documentation, no-questions-asked 3-day grace period**: *Positionality Reflection*, *Observation & Fieldnote*, *Proposal*, and/or *Methodological Design*. This policy applies to students with and without academic accommodation and academic consideration. This means that you can submit any of these assignments up to **3 days (72 hours)** past the posted deadline (i.e., Thursdays by 11:59 pm) without penalty, and you <u>do not</u> need to contact me to let me know or tell me why. This policy is designed to reduce barriers for you, give you more control of your schedule, and reduce the number of email requests I receive.

Assignments received after 11:59 pm on Sunday, and without academic accommodation or academic consideration, will be subject to a **late penalty of 2% per day.**

Please note, **the 3-day grace period does <u>not</u> apply to the oral <u>or</u> written components of the *Show and Tell* assignment**. If you miss the *Show and Tell* assignment, and/or hand in the written component late (i.e., after 11:59 pm on Thursday), you will be asked to provide documentation when requesting Academic Consideration. Once that has been approved, you will be required to submit a video recording of your presentation, the written component, and all related materials (detailed in the assignment description) within 72 hours.

Attendance Policy

Your participation is evaluated in the classroom and thus your attendance is mandatory.

I completely understand that life sometimes gets in the way, and you may be unable to attend a class. Please do <u>not</u> email me asking, "Did I miss something?" The answer will always be "yes." If you are unable to attend a class, please contact a classmate to go over what you missed. Requests for make-up assignments for missed participation will be denied.

Persistent absenteeism (defined by the Department as three [3] weeks in half courses, and six [6] weeks in full courses) may be rendered grounds for failure in the course after due warning is given.

5. Additional Statements

Academic Offences

See previous statement on the use of Generative Artificial Intelligence (AI).

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a "scholastic offence", here:

http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf.

Turnitin.com (plagiarism-checking software)

All written assignments must be submitted to Turnitin.com (a commercial plagiarism detection software under license to Western University) for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Student Supports

Content Warning: GSWS courses, including this course, can and will be challenging and do often deal with potentially difficult material. I am always available to discuss personal challenges students may have with course material. Some weeks will be more difficult than others and the I will do my best to manage difficulties that arise over the course of the term. Students are encouraged to seek out support services in advance if they expect this material will require special attention.

Students who are in emotional or mental distress should refer to Health and Wellness for a complete list of supports:

- Mental Health Support
- Gender-based & Sexual Violence Services at Western, including Survivor Support
- Indigenous Student Centre, including Community Supports, Elders and Cultural Supports, and Counselling Supports
- Accessibility and Accessible Support & Engagement, including Registering for Academic Accommodation Support
- International Student Services
- Writing Support Centre
- Learning Development & Success
- Student-run Support Services

GSWS Grading Criteria

A+ (90 to 100): *One could scarcely expect better from a student at this level*

A (80 and up): *Superior work which is clearly above average*
- Challenging and specific thesis that is clearly developed
- Correct and interesting sentence structure
- Sophisticated writing style
- Appropriate documentation
- Quotations well integrated into the text, with proper documentation
- Evidence of originality or independence of thought
- Provision of strong analysis
- Complexity, and subtlety in approach to subject
- Well-organized with a logical development of the argument

B (70 to 79): *Good work, meeting all requirements, and eminently satisfactory*
- Clear development of a specific thesis, with proper paragraphs
- Correct sentence structure
- Adequate documentation
- Allowance for some (minor) problems such as:
    - errors in factual content or interpretation
    - some minor errors in terminology or general writing skills
    - occasional lapses in clarity, including vagueness, incompleteness, flaws in structure
- Provision of some analysis

Note: A grade in the range of 75-79 indicates an essay that borders on an A but has some significant flaw that prevents giving out the higher grade.

C (60 to 69): *Competent work, meeting requirements*
- Generally correct but tends to provide more description than analysis
- Tends to be too general or superficial in the handling of material
- Weaknesses in argument including a descriptive thesis, a mechanical approach, lack of adequate evidence, documentation, or support
- Problems with grammar or matters of style
- Simplicity of thought, structure, or expression

D (50 to 59): *Fair work, minimally acceptable*
- Does not provide an argument or a line of thought
- Major difficulties with logical structure, and expression of ideas
- Topic has not been thought through
- Errors of grammar and diction interfere with understanding
- Over-generalization with inadequate support, evidence, or documentation

F (49 and down): *Fail*
- Assignment submitted does not apply to course
- Basic requirements of the assignment are not met

Plagiarism with intent to deceive (to be handled by the department)