WS 9464B: Feminist Methodologies

Day, time and place of class: Weds 10:30-1:30
Location: LwH 2210
Office hours: Tues and Thurs 2:00-4:00 or by appt
Phone: 519-661-2111 x 82794

Instructor: Professor Cayen
Office number: LwH 3233
E-mail: lcayen2@uwo.ca

Course Description
This course will review feminist research methodologies from a variety of disciplinary traditions and theoretical perspectives. Through readings and assignments, a primary objective of this course will be to examine and articulate distinctions and relationships between epistemology, methodology and methods. Through guided practices of critical reflection, students will be able to articulate the assumptions that underlie and inform various feminist research methodologies and understand their implications for research methodology. Emphasis will also be placed on specific methodological issues that span across this range, and will include, for example: ethical issues, researcher reflexivity and positionality, sampling, and the practices and politics of data collection, interpretation and reporting.

Required Reading
Readings will be posted to the course website.

Student Evaluation

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<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Critical Reflection Paper and Discussion Facilitation</td>
<td>25%</td>
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<tr>
<td>Fieldwork Exercise</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>35%</td>
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Participation (20%)

Students should come to class with all materials read and notes taken in order to be prepared to contribute to class discussion through questions, comments, and respectful attention. You are expected to engage thoughtfully and generously to discussion facilitators. In particular, you should come to each class prepared to spark discussion with a substantive reflection or observation about at least one of the readings.
Discussion Facilitation and Critical Reflection Paper (2 x 5% and 1 x 15%)

Students are required to help facilitate discussion in two classes, one during weeks 2-6 and one during weeks 7-11. Two-three students will be assigned per week, and the discussion facilitations will be evaluated as a group. Students preparing facilitations for a given week will collaborate to identify the main themes/arguments/concerns raised in the readings and pose 3 to 5 questions to stimulate group discussion. The purpose of the discussion facilitation is not to show that you got the ideas “right”, but is to rather to engage with the ideas in the readings and elaborate your understanding of the course material. Do not be afraid to let your thinking show. By communicating your readings and interpretations of the course material, this will help to further an understanding of the course material in the class by inspiring further thought, reflection and discussion. Strong discussion facilitations will identify and engage with the relevant themes in the reading and raise thoughtful, open-ended questions for discussion and deliberation.

You will prepare a critical reflection paper (4 pages maximum) for one of your two facilitations (your choice), due on the day of your facilitation. The purpose of the critical reflection paper is to help students cultivate their critical analysis skills through a close reading of the course texts. No outside reading is required. It is preferred that you stick to your assigned text, though you may draw on more than one required reading for a given week in your critical reflection.

Guidance in the form of critical thinking questions has been posted to OWL. These questions can be used to inform your reading, note taking, general participation, discussion facilitation, and the writing of your critical response paper.

Fieldwork Exercise (20%, 8-10 pages, Due Apr 1)

Students may choose to focus on interviewing or observational techniques. Your direction must be discussed with the professor prior to proceeding. Detailed instructions posted to OWL.

Final Paper (35%, ~15 pages, due date TBA but tentative Apr 20-25)

Students are required to develop a critical analysis on a topic of their choice that is relevant to the ideas and concepts explored in course readings. Papers must integrate and/or be informed by one or more themes covered in the course. Students are expected to draw on both required course readings as necessary and to conduct research beyond the course readings in order to develop their analysis on their specific topics.

Students may focus and structure the final paper in a way that will advance their own learning about, and/or interests in, research methodology. For example, students may wish to: (i) focus on a particular methodological issue in their final paper (e.g., reflexivity, sampling, power in the research process, the politics of interpretation); (ii) explore in a reflective paper how their thinking about methodology has been informed, challenged, or otherwise transformed throughout the course; or (iii) explore the methodological approach that they would like to take in their own
(current or potential future) research projects, with the aim of articulating how this approach links to the student’s chosen theoretical location and the assumptions that inform that location. This is not an exhaustive list; alternatives should be discussed with the course instructor. Reflective papers must still include research and sources from outside of the course.

**General Assignment Notes:**

All assignments should be printed and handed in at the start of class. You must also submit online to OWL. Do not e-mail assignments. The drop-box (in Lawson Hall, outside 3260) can be used for submitting printed copies of late papers. Assignments should be typed in 12-point Times New Roman font, double-spaced with 1-inch margins. Provide in-text citations where appropriate and a bibliography in APA or MLA format. All written assignments require an introductory paragraph that provides an overview of your approach to the paper along with a thesis or clear organizing statement. The expectations for graduate work are high: you will be assessed for effort, initiative, and rigor in all of your assignments.

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<th>Reading Schedule</th>
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**January 8 – Introduction: What is methodology and what makes it feminist?**


*we will have time to read in class and discuss*

**January 15 – Is there a feminist method?**


Further reading:

January 22 – Feminist Critical Discourse Analysis
*Start of in-class exercise on FCDA: be sure to bring a copy of the Dubriwny text to class


Recommended as prep for in-class FCDA exercise (a skim is fine):

Further reading:

January 29 – Feminist Ethnography
*Discussion of fieldwork assignment*


Recommended as prep for fieldwork exercise, at your leisure:

Further reading:

February 5 – Voice, Positionality, Place


Further reading:
Growth and Economic Opportunities for Women (GrOW) Research Series. Housed at the Institute for the Study of International Development (ISID) at McGill University.
http://grow.research.mcgill.ca/

**February 12 – Practices and Politics of Representation**


Further Reading:

**February 19 – Reading Week**

**February 26 – Interviewing as Relational Practice**

*Bring your fieldwork assignment plans for in-class partnered discussion*


Further reading:

**March 4 – Relational Practices and Disability**


Further reading:

**March 11 – Feminist Oral History**


Further reading:

**March 18 – Epistemological Epiphanies and Meltdowns**


Further reading:

March 25 - Practices and Politics of Arts-Based Research

*Readings adaptable based on your specific arts-based interests. Some options:


Further reading:

April 1 – Fieldwork Assignments Due and Course Evaluations

Class discussion of fieldwork exercise outcomes.
Recognition of First Nations Territory
Western University is situated on the traditional land of the Anishinaabeg, Haudenausaune, Lenape and Attawandaron peoples who have longstanding relationships to the region of southwestern Ontario and the City of London. In close proximity to Western, there are 3 local First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America) to the development of Canada.

Support Services
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwoc/mentalhealth/ for a complete list of options about how to obtain help.

Note for students with disabilities: Please contact ws-ugrad@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you. You may also contact ssd@uwo.ca to find out the full range of services available to you.

Student Accessibility Services
Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on Academic Offences
Please hand in hard copies of all written assignments unless otherwise directed; you are also required to submit electronic copies of all written assignments (excluding tests) to Turnitin.com through links in OWL.
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted 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 and Turnitin.com. (http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf)

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is your responsibility to understand what constitutes an academic offense; not knowing is not an adequate defense. Some advice to be aware of includes, but is not limited to, the following: write assignments yourself and in your own words; do not submit an assignment to this class that has previously been submitted elsewhere; cite both direct quotes as well as the paraphrased ideas of others.

**Deadlines**

Deadlines are registered at the start of class: submit a hard copy of your essay at the beginning of class, and submit your paper electronically to turnitin through OWL before class. It is your responsibility to remember to load your paper to Turnitin on time, and to do so well enough in advance to account for any unforeseen technical difficulties. Essays not submitted to Turnitin will receive grades converted to 0. Assignments will not be accepted by e-mail.

Essays not submitted during class will begin accumulating late penalties at the rate of 2% per day, including weekends, unless you have made arrangements with the instructor prior to the deadline. Speak to me at any time about your deadlines and workload.

**Contact Info**

My strong preference is that we speak in person: my office hours are posted on page 1 of the syllabus, and I am happy to chat in class before we begin, during break, or after. Office hours are designated for you! Please come by and make use of it as needed – no appointment necessary. Please do not wait until the week before assignments are due to ask for help, as my time may be limited.

I am teaching many classes this year and anticipate a high volume of e-mails – please help me keep it manageable by speaking to me in person whenever possible. I will endeavor to reply promptly, but if you have not received a reply within 48-72 hours (excluding weekends) please re-send your e-mail (or ask me in class if I’ve received it!)