This seminar focuses on research methods influenced by feminist and other gender-related critical scholarship. We will study the distinguishing features of feminist interdisciplinary and intersectional frameworks in multiple areas in the humanities and social sciences. This seminar takes as its point of departure the assumption that what makes research methods and methodologies distinctly feminist are the integral connections among epistemology (ways of knowing), ontology (ways of being), and power relations in the production of scholarly research and writing. Theoretical issues to be studied include: gender/sexuality and historiography; the reflexivity and positionality of the researcher; the challenge to scientific objectivity; feminist research ethics; and the connections and tensions between academics and activism. On the practical side, this course aims to further hone your research, writing, and oral presentation skills to better prepare you for your GSFS capstone project, future graduate study, or any other research work after college. To this end, each student will work independently and within the group peer review process to develop a detailed prospectus for an original research project in the area of gender, sexuality, feminist, and related studies. This course fulfills a GSFS major requirement.

Learning Objectives

* Think critically about how different feminist methods and methodologies produce different knowledges;
* Understand the role of interdisciplinarity and intersectionality, especially for theorizing gender, race, class, and sexuality;
* Strengthen analytical thinking and research essay writing and oral presentation skills;
* Work to build a collegial community of shared learning inside and outside the classroom.

Course Requirements

1. In-class participation. Complete all reading assignments. Come to class with the assigned texts for the day and prepared to participate in discussions. This class is discussion-based and will be run largely like a seminar. Students may be asked to bring discussion questions to class and to lead discussions. Laptops may be used in class only to access digital readings. More than one absence during the semester will affect the participation grade. Lateness/early departure will disrupt the seminar, so everyone is asked to come on time and stay until the end of the seminar. (approx. 15% of final grade)

2. Reflection paper assignments. Each week you will be given a writing assignment intended to help you think through theoretical issues and develop scholarly skills. Some of these will involve working in small groups. Assignment details for each week will be posted on
Blackboard. These assignments will be discussed in class and may include a class presentation component; as with all assignments, they must be turned in on time. Reflection papers #2-6 are graded (approx. 25% of final grade)

3. Literature Review. Each student will write a 4-5 page literature review that synthesizes the primary source material and secondary scholarship related to their final prospectus topic (approx. 15% of final grade)

4. Oral presentation. Students will give an oral presentation to the class on their prospectus topic (approx. 10% of final grade)

5. Prospectus. Each student will develop a 12-page fully researched scholarly prospectus on a topic of their choosing (in consultation with the instructor) that engages feminist and/or other gender-related critical research methods and methodologies (approx. 35% of final grade)

Mudd Library research assistance:
If you need help finding information or conducting library research, you may wish to schedule an appointment with a reference librarian. Librarians can help you plan a research strategy, search databases effectively, and locate books, articles, quality web sites, data, and other resources for any type of research project. Fill out the form on the library's web site to get started. Drop-in research assistance is also available in all campus libraries.

Electronics:
You may bring a computer to class in order to access the readings on Bb. You are expected not to use your computer for non-class-related activities (i.e., facebook, social media, email, etc). If I see that you are doing so, I will ask you to turn the computer off for the remainder of the class.

No text-messaging or using smart phones during class. If I see that any electronic device consistently is distracting you and/or others during class time, I will ask you to leave class so that the rest of us can participate in an uninterrupted conversation. If you have a special situation that requires you to have a cell phone or pager on during our class (i.e. sick family member, on-call sexual assault volunteer), please notify me before class begins.

Food and Drink:
Please keep in mind that the smells and sounds of your food or drink may be distracting to some of us and use common sense when choosing what to bring with you to class.

Scent Sensitivity:
Please keep in mind that many people – I am one of them – are sensitive to scents such as perfume, cologne, and scented lotion. I ask that you do not wear any of these to class or use them during class.

Late Work:
It is the student’s responsibility to meet all deadlines. No late work is accepted, and no make-ups are given. The only exceptions to these rules are a documented emergency (i.e., death in the immediate family), doctor’s note, or serious, extended illness that is verified by a doctor’s note. Assignments are collected at the beginning of class on the due date.
Class Policies and Conduct:
Our engagement with course materials will be greatly enhanced by our in-class discussions and assignments. The most effective ways to participate in this course involve: preparing carefully, considering seriously your classmates’ contributions, responding to others in a respectful manner, and sharing your own ideas and critiques. Insightful questions are as important as comments. In addition to preparing carefully, it is important that each of us treats other members of the class community with respect. We will be talking about controversial, personal, and difficult issues throughout the semester; the types of discussion that help us understand challenging and sometimes difficult material depend not on our ability to agree with one another but on our ability to engage one another seriously and respectfully.

Central to this course is our active commitment to developing our understanding and tolerance of differences in thought, gender, race, ethnicity, age, spiritual beliefs, sexual orientation, and physical and mental abilities. Do NOT be insulting or launch a verbal assault on the individual whose ideas differ from yours; if this occurs, you will be asked to leave the class and further action will be taken. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited and will be dealt with in terms specific to this syllabus and in accord with the Oberlin College Student Conduct policies: http://new.oberlin.edu/office/dean-of-students/conduct/

You are encouraged to use the course materials to analyze your own personal experiences. If you share personal experience (i.e., “I have a friend…” “That happened to me…”, etc.) please remember to link your discussion of your experience directly to course materials. Also remember that others may have had different experiences and be respectful in how you share your opinions and experiences. Keep in mind the dangers of overgeneralization (treating an individual case as representative of a broader pattern). In other words, the experience of one individual neither proves nor disproves social patterns. Also keep in mind that what one person shares in the space of our class community s/he may not want repeated or discussed outside this space.

We are going to teach and learn from each other in this class. This material can be personal, stressful, liberating, sad, frustrating, and more; please bring these issues/concerns to class and feel that this space is one in which we can have open discussions. On the first day of the semester, we will generate discussion guidelines.

What You Can Expect from Me:
1. You can expect that I will facilitate class discussions and provide learning opportunities geared toward course objectives/goals and student learning outcomes.
2. You can expect that I will respond to your email. Unless I have an emergency, I make it a habit to respond within 36 hours; but you will often hear from me before that much time has elapsed.
3. You can expect that I will give you feedback and suggestions designed to help you become a better writer, thinker, and learner. This will be done via comments on your assignments (graded and not-graded) and during in-class discussions.
4. You can expect that I will be fair, honest, and involved in your learning.
In order to be successful in this course, you will need to read all material assigned, complete all assignments and turn them in on-time, and meet attendance and participation requirements. It is your responsibility to read the entire syllabus carefully and satisfy all requirements. Students are responsible for all readings, assignments, and announcements made in class; do not assume I will address all material contained in reading assignments. If you are absent, please consult with a classmate about what you missed. To receive credit for this course: All required work must be submitted on time – unless you have a documented emergency excusing the late work – and regular class attendance is required.

Oberlin College will make reasonable accommodations for persons with documented disabilities. Students should notify the Office of Disability Services located in Peters G-27/G-28 and me of any disability-related needs.

**Grading:** The grades recorded and their equivalents in quality points (used in computing grade-point averages) are as follows:

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<tr>
<th>Grade</th>
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<td>B-</td>
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A: Extraordinary performance on assignments and in-class participation.
B: Strong (i.e., above-average) performance on assignments and in-class participation
C: Acceptable (i.e., average) performance on assignments and in-class participation
D: Marginal (i.e., less than average) performance on assignments and in-class participation
F: Unacceptable/inadequate performance on assignments and in-class participation

The College requires that students sign an “Honor Code” for all assignments. This pledge (which is written out on the assignment) states: “I affirm that I have adhered to the Honor Code in this assignment.” For further information, see the student Honor Code, which you can access via Blackboard>Lookup/Directories>Honor Code.

**Required Texts**

Most of the following texts can be accessed as pdf files on Blackboard (noted as BB below). If you plan to read these texts only online, you must bring your laptop to class. You are responsible for getting these texts and having them with you in class. Some texts may be available as electronic books or online.

**Alcoff, Linda,** “The Problem of Speaking for Others” (BB)
**Allen, Louisa,** “Queer(y)ing the Straight Researcher” (BB)
**Allen, Paula Gunn,** “Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale” (BB)
**Anzaldúa, Gloria,** “La conciencia de la mestiza/Towards a New Consciousness” (BB)
**Arondikar, Anjali,** “Without a Trace: Sexuality and the Colonial Archive” (BB)
**Baderoon, Gabeba,** “Methodologies: Silences, Secrets, Fragments” (BB)
**Butler, Judith,** “Performatve Acts and Gender Constitution” (BB)
Chatham-Carpenter, April, “Do Thyself No Harm”: Protecting Ourselves as Autoethnographers” (BB)
Cho, Sumi, et al., “Toward a Field of Intersectionality Studies” (BB)
Collins, Patricia Hill, “Black Feminist Epistemology” (BB)
Fetterley, Judith, and Marjorie Pryse, from “Feminist Epistemology and the Regionalist Standpoint”(BB)
Galupo et al, “Transgender Friendship Experiences” (BB)
Haggis, Jane, and Susanne Schech, “Meaning Well and Global Good Manners: Reflections on White Western Feminist Cross-cultural Praxis” (BB)
Haraway, Donna, “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective” (BB)
Harding, Sandra, “Introduction: Is There a Feminist Method?” (BB)
Hartsock, Nancy, “The Feminist Standpoint” (BB)
Hesse-Biber, Sharlene Nagy, “The Practice of Feminist In-Depth Interviewing” (BB)
hooks, bell, “Theory as Liberatory Practice” (BB)
McDowell, Linda, “Introduction: Place and Gender” (BB) and “In and Out of Place: Bodies and Embodiment” (BB)
Martin, Emily, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles” (BB)
Massey, Doreen, “Introduction” and “Space, Place and Gender” (BB)
Mohanty, Chandra Talpade, “Under Western Eyes: Feminist Scholarship and Colonial Discourses”(BB)
Naples, Nancy, "A Feminist Revisiting of the Insider/Outsider Debate” (BB)
Nagoshi and Brzuzy, “Transgender Theory: Embodying Research and Practice” (BB)
Ramazanoglu, Caroline, “Choices and Decisions: Doing a Feminist Research Project” in Feminist Methodology (BB, E-B)
*Roy, Deboleena, “Asking Different Questions: Feminist Practices for the Natural Sciences” (BB)  *This essay is optional
Roy, Deboleena, “Feminist Theory in Science: Working Toward a Practical Transformation” (BB)
Sánchez, Rosaura, “Discourses of Gender, Ethnicity, and Class in Chicano Literature” (BB)
Scott, Joan Wallach, “Gender: A Useful Category of Historical Analysis” (BB)
Tompkins, Jane, “Me and My Shadow” (BB)
Turabian, Kate, selections from A Manual for Writers 7th edition (BB and handouts)
Zavella, Patricia, “Feminist Insider Dilemmas: Constructing Ethnic Identity with Chicana Informants” (BB)

To maintain the integrity of the course, the instructor reserves the right to change this syllabus and any of its contents and will provide students with sufficient notice of the changes. Because every class has different needs and moves at a different pace, we might have to adjust the schedule to best match this particular class’s needs and goals. Thank you in advance for your
flexibility. If you are having difficulty, please let me know. I want every student who wants to be successful to have every opportunity to achieve that goal.

CLASS SCHEDULE OF READINGS AND ASSIGNMENTS

I. Methodology, Epistemology, Ontology

Week 1
Tues Sept 2  Introduction to the course and each other/review OC Honor Code/establish class discussion guidelines
Harding, “Is There a Feminist Method?” pp. 1-14
hooks, “Theory as Liberatory Practice” pp. 59-75

Thurs Sept 4 Hartsock, “The Feminist Standpoint” pp. 283-310
Collins, “Black Feminist Epistemology” pp. 251-71
Reflection paper #1 DUE at the beginning of class, hard copy

Week 2
Tues Sept 9 Mohanty, “Under Western Eyes” pp. 333-58
Allen, Louisa, “Queer(y)ing the Straight Researcher” pp. 147-65
Fetterley and Pryse, from “Feminist Epistemology and the Regionalist Standpoint” pp. 253-62

Thurs Sept 11 Anzaldúa, “La conciencia de la mestiza/Towards a New Consciousness” pp. 99-113
Allen, Paula Gunn, “Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale” pp. 222-44
Reflection paper #2 DUE at beginning of class

II. Research and Intersectionality

Week 3
Tues Sept 16 Nagoshi and Brzuzy, “Transgender Theory: Embodying Research and Practice” pp. 431-443
Scott, “Gender: A Useful Category of Historical Analysis” pp. 1053-75
Butler, “Performative Acts” pp. 519-31
Cho, Sumi, et al., “Toward a Field of Intersectionality Studies” pp. 785-810

Thurs Sept 18 McDowell, “Introduction: Place and Gender” pp. 1-33
Massey, “Introduction” and “Space, Place and Gender” pp. 175-90
Sánchez, “Discourses of Gender, Ethnicity, and Class in Chicano Literature” pp. 1009-22
Reflection paper #3 DUE at beginning of class
III. The Researcher and the Researched

Week 4
Tues Sept 23  Alcoff, “The Problem of Speaking for Others” pp. 5-32
Haggis and Schech, “White Western Feminist” pp. 387-99
McDowell, “In and Out of Place: Bodies and Embodiment” pp. 34-70

Zavella, “Feminist Insider Dilemmas” pp. 138-54
In-class planning for fieldwork exercise

Week 5
Mon Sept 29 1 paragraph description of final prospectus idea DUE by noon (email to instructor). Because this topic will be the foundation for all future assignments, you will not be permitted to change your topic after this point. Therefore, choose a topic that will hold your interest for the semester. You may want to pick a topic that relates to the capstone course you plan to take. (This assignment will not be graded but will be counted toward your final prospectus assignment; it must be completed and turned in, in order for you to receive full possible points earned on the final prospectus assignment.)

Hesse-Biber, “In-Depth Interviewing” pp. 111-47
Viterna, “Negotiating the Muddiness” pp. 271-93

Thurs Oct 2 Reflection paper #4: Group presentations of fieldwork notes
Assign peer review partners

Week 6
Mon Oct 6 Research Question Statement DUE (2 pages, typed double-spaced)
A research question explicitly and succinctly states the issue(s) and/or questions that your research will explore. Identify your research question and explain, with reference to the course texts: 1) why it is feminist; 2) why it is intersectional; 3) how it will address gender. (This assignment will not be graded but will be counted toward your final prospectus assignment; it must be completed and turned in, in order for you to receive full possible points earned on the final prospectus assignment.)

Tues Oct 7 Library Info Session with Megan Mitchell, Mudd Library

Reflection paper #5 DUE at beginning of class

Fri Oct 10
Annotated bibliography for final prospectus DUE by noon (email to instructor). (This assignment will not be graded but will be counted toward your final prospectus assignment; it must be completed and turned in, in order for you to receive full possible points earned on the final prospectus assignment.)

Week 7
Tues Oct 14
Ngunjiri, et al., “Living Autoethnography” pp. 1-17
Chatham-Carpenter, “Do Thyself No Harm” pp. 1-13
Tompkins, “Me and My Shadow” pp. 1103-16

Thurs Oct 16
Discussion: What is a Literature Review?
Ramazanoglu, “Choices and Decisions” pp. 145-64
Turabian, “Finding Useful Sources” pp. 24-35 and “Engaging Sources” pp. 36-47
Reflection paper #6 DUE at beginning of class

Fri Oct 17
Methodological Plan Statement (1-2 pages) due by noon (email to instructor)
Which methods are most appropriate for your research and why? You should include both a discussion of your methodological approach and an explanation of the methods you will use. (This assignment will not be graded but will be counted toward your final prospectus assignment; it must be completed and turned in, in order for you to receive full possible points earned on the final prospectus assignment.)

Week 8
Tues Oct 21
No class: Fall Break

Thurs Oct 23
No class: Fall Break

IV. Research Skills and Implementation

Week 9
Mon Oct 27
First draft of literature review DUE by noon (email to instructor)
(This draft will not be graded but will be counted toward your final draft; it must be completed and turned in, in order for you to receive full possible points earned on the final draft of the literature review.)

Tues Oct 28
Baderoon, “Methodologies” pp. 276-90
Arondikar, “Sexuality and the Colonial Archive” pp. 10-27
Thurs Oct 30    Archive Session with Ken Grossi, Mudd Library

**Week 10**
**Tues Nov 4**    Discussion: How to Formulate a Thesis
                    Turabian, “Planning Your Argument” pp. 48-61

**Wed Nov 5**    Final draft of literature review DUE by noon (email to instructor)

**Thurs Nov 6**    Skills tutorial: Citation standards and plagiarism; footnote/endnote and bibliography forms
                    Turabian, “General Introduction to Citation Practices” pp. 133-40

**Week 11**
**Mon Nov 10**    First draft of Prospectus DUE at noon (email to instructor and peer review partner). (This assignment will not be graded but will be counted toward your final prospectus assignment; it must be completed and turned in, in order for you to receive full possible points earned on the final prospectus assignment.)

**Tues Nov 11**    Individual meetings with instructor, held in King 241

**Thurs Nov 13**    Individual meetings with instructor, held in King 241

**Week 12**
**Tues Nov 18**    In-class peer review
                    Turabian, “Revising Your Draft” pp. 98-101 and “Learning from Your Returned Paper” pp. 120-121

**Wed Nov 19**    Second draft of Prospectus DUE by noon (email to instructor and peer review partner). (This assignment will not be graded but will be counted toward your final prospectus assignment; it must be completed and turned in, in order for you to receive full possible points earned on the final prospectus assignment.)

**Thurs Nov 20**    Catch-up class/in-class peer review/Q&A
                    Turabian, “Writing Your Final Introduction and Conclusion” pp. 102-08 and “Revising Sentences” pp. 109-119

**Week 13**
**Tues Nov 25**    IRB form DUE – if applicable

**Thurs Nov 27**    No class: holiday

**Week 14**
**Tues Dec 2**    Skills tutorial: Giving an effective Oral Presentation
                    Turabian, “Presenting Research in Alternative Forums” pp. 122-28
Thurs Dec 4  Oral Presentations (attendance required)

Week 15
Tues Dec 9  Oral Presentations (attendance required)
Thurs Dec 11  Oral Presentations (attendance required)
Course wrap-up

Wed Dec 17  Final prospectus DUE by 4pm (digitally and at Rice 117)

BIBLIOGRAPHY


