It is the intention of this course to survey the variety of feminist methods and methodology, examining their relationship to feminist epistemology. Discussions will also focus on an historical perspective as well as the debates in the literature on feminist methodology. Emphasis will be directed away from a 'how-to' approach of specific research techniques because these will be provided by students' home disciplines.

**Objectives of this part of the course are:**

1. To familiarize students with the scholarly literature in feminist research methodology including the ethical debates about the conduct of feminist research arising from contemporary feminist theory.

2. To introduce students to the methodological implications of knowledge production without addressing the ways in which socio/historical and cultural frameworks are gendered and otherwise biased towards dominant groups. Knowledge production itself is altered when attention is brought to these marginalized groups.

3. To introduce students to the variety of research methods which have been developed for research on women and gender.

4. To familiarize students with the Tri-Council Policy Statement on ethical conduct for research with human subjects.

**Required Texts:**

Package of readings (available in book store) as listed on the weekly outline below.

**Other Texts for Use as Resources**

Andermahr, Sonja, Terry Lovell and Carol Wolkowitz (1997) A Concise Glossary of Feminist Theory. London: Arnold. (This is an excellent reference tool for all Women's Studies classes.)

Reinharz, Shulamit (1992) Feminist Methods in Social Research. New York: Oxford University Press. (This is a good overview of feminist uses of specific research techniques. We will be using selected readings from this text.)


**Evaluation:** This portion of the course will contribute 50% to your final grade for WS5101.

**Marks**

Discussion prep notes for readings- (10 x 5marks) 50

(Includes Ethics on-line tutorial completion) Mini research study and presentation 20

Mini paper: annotated bibliography 10

Class participation 1. Presentation/Facilitation of one paper 10

2. Instructor evaluation 10

**Format**

Since this course focuses on reading and class discussion, you are expected to have done readings in advance and actively participate in class exchange and exercises. An experiential research exercise is planned to facilitate our exploration of methodological concerns and issues from a feminist perspective. This will allow group members to gain an understanding of the challenges and rewards of feminist research in one another's home disciplines as well as providing a introduction to the range of feminist methods -both 'qualitative' and 'quantitative' which students may wish to incorporate in their own thesis or project research.

**Weekly Outline (All readings are from the reading packet)**

January 4- Orientation, Course Design, and Evaluation Discussion

January 11- Method, Methodology and Epistemology in Feminist Research; Negotiating Terminology

Readings: Maynard "Chapter 1," Ardovini-Brooker "Feminist Epistemology" and Longmo and Doell "Body, Bias and Behaviour"

Optional Reading: Maynard and Purvis "Introduction"

January 18- Overview of "Qualitative" Methods-Feminist Oral History, Ethnography, and Interview Research

Readings: Anderson and Jack "Learning to Listen"; Reinharz "Feminist Ethnography"; Oakley "Interviewing Women -A Contradiction?"

Optional Reading: Etter-Lewis "Black Women's Life Stories"
January 25 - Overview, cont'd - Narrative, Documentary, Content Analysis and Literary Criticism Readings: Little "Ontario Mothers' Allowance Case Files as a Site of Contestation", Mukherjee "Reading Race in Women's Writing"; Campbell and Schram "Feminist Research Methods: A Content Analysis of Psychology and Social Science Textbooks" Optional Readings: Parr "Gender History and Historical Practice" (Reading packet)

February 1 - Overview, cont'd - Participatory Action Research, Focus Groups and Original Feminist Research Methods Readings: Miedema "Building a Research Team: the Struggle to Link the Community and the Academy"; Mies "Liberating Women: Liberating Knowledge: Reflections on Two Decades of Feminist Action Research"; Reitsma-Street "Activist Research Contributions to Shutting Down A Welfare Snitch Line" Optional Reading: Sinding "Coming to Knowledge about Metastatic Breast Cancer: A Drama"

February 8 - Review session for unfinished discussions to this date. Assigned task completion of the tutorial for the TCPS (Tri-Council Policy Statement) for ethical conduct in research with human subjects.

February 15 - Ethical Issues in Feminist Research Readings: Patai "U.S. Academics and Third World Women: Is Ethical Research Possible?"; Holland and Ramazanoglu "Coming to Conclusions: Research Young Women's Sexuality" LU Graduate Studies Ethics Package and Tri-Council Guidelines (these will be handed out in class)

February 22 - Midterm Study Week

March 1 - The Subjectivity/Objectivity Debate; The Place of Quantitative Methods and Multiple Research Strategies in Feminist Research Readings: O'Neill "The Gender Gap: Re-evaluating Theory and Method"; Reinharz "Feminist Multiple Methods Research"; Greaves and Wylie "Women and Violence: Feminist Practice and Quantitative Method"; Ghorayshi "Women in Developing Countries: Methodological and Theoretical Considerations"

March 8 - Reflexivity in Research Design and Analysis; Raising Questions and Negotiating Meaning Readings: Phoenix "Practising Feminist Research"; Tait "The Mastectomy Experience"; Skeggs "Situating the Production of Feminist Ethnography; and Gustafson "Best Laid Plans: Examining Contradictions Between Intent and Outcome in a Feminist, Collaborative Research Project."

March 15 - Putting Theory into Practice: Class Presentation of Research Exercise


March 29 - Roundtable Discussion and Course Review

Citations for Reading Packet Articles


Additional Sources on Feminist Research Which May be of Interest


This portion of the course will contribute 50% to your final grade for WS5101.

1. Discussion prep notes for readings- (10 x 5marks each) 50
2. Mini research study and presentation 20
3. Mini paper: Written assignment 10
4. Class participation: 
   Facilitation of discussion of one paper 10
   Instructor evaluation 10

1. Discussion Prep Notes
   Any 10 of the readings can be chosen by the student to prepare notes in advance of the discussion class for that reading. It is anticipated that all of the assigned papers will be read in advance of the class but only 10 need to have formal notes prepared and submitted. One of these 10 submissions ~be the certificate indicating completion of the online tutorial called “TheTri-Council Guidelines for Ethical Research Involving Humans.” (See the following web page: www.pre.ethics.gc.ca/english/tutorial-
Best submission date for this tutorial certificate in Feb 8 since no new readings are assigned for that day.) The prep notes for all the other readings should be submitted on the same day as the discussion for full credit. Beyond the first class which has specific questions for prep notes, the following questions should be addressed in the notes for the readings:
   1. What is the main point of this paper?
   2. What method or methods is(are) used and how would you explain that/those method(s) briefly (unless you have already described them in a previous submission)?
   3. Can you tell what feminist epistemology lies at the foundation of this paper (i.e. feminist empiricism, feminist standpoint, or feminist postmodernism)? How did you determine which one?
   4. What debates from the lexicon of debates from the theory part of this course are mentioned in this paper?
   5. What are the connections between this article and the other articles assigned for this topic?
   6. What is your evaluation of this article?
   7. What kernels from this article can you use for your work in your own discipline?
   8. What aspects of this paper on feminist research methodology make it feminist?

2. Mini Research Study and Presentation:
   Design, carry out and reflect on a single small research exercise from the following possibilities: ethnography, oral history, content analysis, documentary analysis, literary criticism, autobiography/personal narrative, structured or open-ended interviews, focus group interviews, survey research, participatory action research, and collective memory research. The specific subject of the research exercise is up to you, but in keeping with the orientation of the course, be sure that "gender" and "gendered experience" are central to your inquiry.
   Prepare a brief (i.e., 15 -20) minute class presentation reflecting not on the content of your research per se, but rather on the process and analysis of the research. What questions/concerns did you encounter in designing, carrying out, analyzing and summarizing the research? What strengths and limitations do you see to this research approach? How might you draw on these experiences in formulating and carrying out another research project or your own thesis research?

The presentation will be done in class on March 15.

Summarize your reflections on the research exercise in a brief paper (maximum of four typed, double-spaced pages) to be handed in at the time of the presentation.

3. Mini-Paper - Written assignment: Choose ONE of the following (Due on the last class:)
   a) Comparative Case Study Review - Critically evaluate two monographs/case studies/ research reports in terms of the methodological approach of the authors giving consideration to the following issues:
      - What topic/issue/theme/literature was the author addressing?
      - What were the arguments for the choice of this particular method of study?
      - How were interpretations/analyses derived from the data?
      - To what extent did the authors take a reflexive approach in choosing/designing, analyzing and presenting their research?
      - Did the author/do you consider the work informed by feminist theory and methodology? Why or why not?
      - How might you draw on the authors' experiences in formulating your own research?
b) **Methods Paper** - Write a paper describing the methodology chosen for your research paper/thesis detailing your decision trail in choosing this approach. What are the strengths and limitations of this methodology in relation to feminist methodological concerns addressed in course readings and discussions.

c) **Research Paper** - Write a research paper discussing a particular feminist methodology, or a particular debate or tension within feminist methodology. Use examples from specific case studies either within one field, or across several different fields to illustrate.

d) **Bibliography and Discussion Paper** - Compile a bibliography of feminist research in your home discipline. Write a discussion paper reviewing the methodologies employed and methodological concerns identified by feminist researchers in the field. In what ways have feminist research methods challenged/contributed to conventional research in your field? Which topics and areas within the discipline is it most frequently used to study? In what other areas might it be used effectively?

The written mini-paper should be 8-10 typed, double-spaced pages in length. Use the citation style and format appropriate to your home discipline. Due date is last class.

Note on Attendance:
Of course we all intend to attend all classes but sometimes are unable to make it. Here is a scheme for making up for missed classes. An extremely conscientious student would notify the instructor of an inability to make a class and hand in prep notes for all three readings as soon as possible. The extra prep notes would be an attempt to make up for missed discussion in class. A conscientious student would notify the instructor and submit prep notes for two of the three readings. An average student would notify the instructor and submit the usual single paper prep notes. And a poor student would neither notify the instructor nor submit any prep notes for readings from the missed class.

**Example projects from previous years:**

1. Using open-ended interview methodology a graduate student researcher interviewed 3 lesbian couples (chosen from personal contacts) to explore household maintenance task distribution between the couples. Informed consent was obtained from participants.

2. Using survey research methodology a graduate student researcher explored satisfaction levels among a small number of anonymous public library patrons for holdings involving children's literature concerning lesbian issues. This student worked with public librarian knowledge and consent.

3. Using open-ended interview methodology a graduate student researcher interviewed 2 participants known from personal contacts to explore tensions between homosexuality and religious beliefs. Informed consent was obtained from participants.

I would be glad to provide more information if necessary and/or take direction if any other course(s) of action are deemed appropriate by your committee.

Sincerely,
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