

WGS 450: Feminist Research Methods
CRN *****
Fall 2015

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Office hours: MWF 9-11, T/Th 11-12:40 and by appointment

Textbook and Materials

- Sharlene Nagy Hesse-Biber, ed. *Feminist Research Practice: A Primer*, 2nd edition. Thousand Oaks, CA: SAGE, 2013.
- Ruthellen Josselson, *Interviewing for Qualitative Inquiry*. New York: Guilford, 2013.
- We will also read several articles selected from students' annotated bibliographies.
- Access to Microsoft Office
- Facility with Blackboard (Bb) and the college's online library databases

Purpose and Goals/Learning Outcomes

Catalog Course Description: Overview, critique, and application of major research methods used in the social sciences and humanities from feminist perspectives with emphasis on methods most commonly used in feminist research

Purpose, Goals, and Assignments: The purpose of this class is to teach you how to recognize and use feminist research methods. The course goals are for you to be able to identify which feminist methods are being used by researchers, to critique those methods, to apply feminist research methods to your own work, and—if we're doing really outstanding work in this class—to develop new feminist research methods. I will know if you achieved these goals if you are able to successfully demonstrate the following *Student Learning Outcomes* in the following ways:

1. Completion of CITI online ethics training. Due to Bb by September 15. (5% of grade)
2. Engage the assigned readings (which are challenging) in reading journal entries that are both analytical and reflective (20% of grade)
 - a. Reading journals entries are due on Bb by the start of class each day.
 - b. Reading journals entries should always include your name and a Chicago-style citation to the source.
 - c. Reading journal entries include two parts. On the left side of the page, write at least 250 words in of analytic notes. These notes should demonstrate that you have thoroughly read all of the assigned readings. The notes may take any form that is useful to you (Roman numerals, graphic organizers, timelines, bullet points, etc.), provided that they demonstrate an effort to engage the material and citations to all statistics, direct quotations, or paraphrases. The right hand side of the page should include at least 100 words of reflection, including questions.
 - d. A sample reading journal entry is available on Bb. Additionally, you may submit your first entry to me via email 24 hours prior to the due date for comments to help you revise your assignment before it is graded.
3. Write an annotated bibliography of at least 8 peer-reviewed journal articles related to a topic of interest to you related to a current or future research project (15% of grade)
 - a. You will select a topic for your annotated bibliography after conferencing with me. Conferences will be held the week of October 1. We will have a mini-workshop over topics as well as a library research orientation October 5.
 - b. You will post your bibliography topic to Bb's discussion board by October 7.

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- c. You will submit a tentative bibliography to Bb by October 15. This bibliography must include at least 15 peer-reviewed sources and should be formatted according to the *Chicago Manual of Style* (CMS). A sample is available on Bb, as is a tutorial reviewing library research strategies and CMS citation.
 - d. You will submit notes on 8 of your peer-reviewed sources, using the reading journal entry format, by November 10. A sample of notes is available on Bb.
 - e. You will submit an annotation of one of your 8 sources to Bb by November 12. I will provide feedback to you on this assignment by November 15. A sample annotation is available on Bb.
 - f. You will submit annotations to each of your sources to Bb by November 30. These annotations will focus on the research methods employed in the scholarship you are reading.
4. Create a polished infographic synthesizing information from at least 3 of the sources you selected for your bibliography (10% of course grade)
 - a. You will draft an infographic synthesizing information from at least 3 of your sources used in your annotated bibliography by November 10. Post your first draft to both Discussion Board and the submission site on Bb.
 - b. You will provide peer feedback, using the rubric provided in Bb, to two of your peers' drafts by November 15.
 - c. You will submit a second draft of your infographic, making use of your peers' feedback, by November 18, to Bb.
 - d. You will practice a 2-minute presentation of your infographic to an audience of at least three people and receive feedback from them, using the rubric available on Bb, by November 20.
 - e. You will present your infographic to the class. Each day from November 20 through the end of the semester, one student will start class with a presentation. Presentation dates will be assigned by November 15.
 5. Conduct and transcribe an interview related to the topic in your annotated bibliography for inclusion in an online archive created by the class (20% of course grade); I will digitize the class' interviews into an online archive available after December 5.
 - a. Write a 1 paragraph biographical statement about your interviewee and post to Bb by October 10. The statement should focus on the contributions that this person can make to your understanding of your topic. A sample is available on Bb.
 - b. Submit ten potential interview questions to Bb by October 15.
 - c. Submit a video or audio recording of your interview to Bb by October 30.
 - d. Submit a transcription of at least 30 minutes of your interview by November 15.
 - e. Submit a headnote for your interview by November 30. A sample is on Bb.
 6. Write a research proposal for original research you are currently conducting or hope to conduct. (Consider using this to prepare for an independent study, an internship, or an honors thesis.) It will take as its focus the same topic as your annotated bibliography. (30% of grade)
 - a. Formulate a set of closely related researchable questions and post to Bb by October 15. Bring a printed copy to class for a workshop.
 - b. Post a first draft of a research proposal to Bb by November 16. Bring two copies to class for a workshop.
 - c. Post a revised draft, with annotations, to Bb's submission site and to Discussion Board by November 30.
 - d. Provide feedback, using the rubric available on Bb, to two classmates' proposals by December 3.
 - e. Final draft and IRB application (if working with human subjects) due online by

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