New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit ☑️ Graduate credit ☐ Professional credit ☐

1. School/Division Liberal Arts and Sciences... 2. Academic Subject Code WOST

3. Course Number W299... (must be cleared with University Registrar) 4. Instructor Lidinsky, April

5. Course Title Feminist Research Methods

Recommended Abbreviation (Optional) Fem Rsch Mthds (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2005

7. Credit Hours: Fixed at 3.0 or Variable from to

8. Is this course to be graded S-F (only)? Yes ☑️ No X

9. Is variable title approval being requested? Yes ☑️ No ...... course already approved for variable title

10. Course description (not to exceed 50 words) for Bulletin publication: See attached course description from IB Bulletin 1994-1995

11. Lecture Contact Hours: Fixed at 3.0 or Variable from to

12. Non-Lecture Contact Hours: Fixed at or Variable from to

13. Estimated enrollment: 20.0 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: every other year Will this course be required for majors? Yes

15. Justification for new course: Required for the major in Women's Studies

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of department, schools, or divisions thus consulted.

Submitted by: Rebecca Teislof
Department Chairman/Division Director Date 3/1/05

Approved by: John M. Ebert
Dean Date 11/8/05

Dean of Graduate School (when required) Date

Chancellor/Vice-President Date

University Registrar Date

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Registrar Final Copy

Revised March, 1977
Course Descriptions

W101 Women, Gender, and Culture (3 cr.) An introduction to the interdisciplinary field of women’s studies, examining key concepts, concerns, and theories as well as the practical applications of the analysis of gender in everyday life and in cross-cultural contexts. Approaches to gender studies introduced in the course include those of arts and humanities, social sciences, and liberal professions.

W200 Women in Society: Introduction to Women’s Studies (3 cr.) SHSI
Interdisciplinary exploration of women’s position in society from a predominantly social scientific perspective. Considers such topics as socialization and gender stereotypes, the impact of different political and economic systems on women, theories of human development, the effects of ethnicity and class. Credit will not be given for both W200 and W201.

W201 Women in Culture: Introduction to Women’s Studies (3 cr.) AHTI
Interdisciplinary exploration of women’s roles, images, history, and experiences, with emphasis on the perspective of the arts and humanities. Considers such topics as socialization and stereotypes, the roles of various institutions in shaping women’s lives, the effects of gender on creativity. Credit cannot be earned for both W200 and W201.

W299 Research Methods in Women’s Studies—Humanities and Social Studies (3 cr.) An interdisciplinary course which will introduce students to the approaches of various disciplines in alternate years humanities and social sciences to women, gender; bibliographical tools, data gathering techniques, analytic approaches.

W302 Topics in Women’s Studies (3 cr.)
P: W200, W201, or consent of instructor. Interdisciplinary approach to selected ideas, trends, and problems in women’s studies. Specific topics to be announced in the Schedule of Classes and the booklet “Women’s Studies Course Offerings.” May be repeated once when topic varies for maximum of 6 credits.

W495 Readings and Research in Women’s Studies (1-3 cr., max.) P: consent of instructor and program director. Individual readings and research available for women’s studies area certificate and minor students. May, under unusual circumstances, be repeated twice for credit with different topics.

Core Courses

Afro-American Studies
A210 The Black Woman in America (3 cr.)
SHSI, CSA

Anthropology
E400 Seminar: Cultural Dimensions of Gender and Sexuality/Women in Africa (3 cr.)

Biology
L340 Biological Sex Roles (3 cr.) NMNS

Comparative Literature
C340 Women in Literature (3 cr.) AHSA
C392 Genre Study in Film: Women and Film (3 cr.) AHSA

Criminal Justice
P425 Women and the Criminal Justice System (3 cr.)

Economics
E347 Women and the Economy (3 cr.)

English
L407 Women and Literature (3 cr.) AHSA

Folklore
F363 Women’s Folklore/Folklife/Folk Music (3 cr.) AHTI, CSA

History
D308 Women in Russian History and Soviet Society (3 cr.) SHHS, CSA
H260 The History of Women in the United States (3 cr.) SHHS
H306 Sex Roles and Society in American History (3 cr.) SHHS

J450 Seminar in Women’s History (3 cr.) SHHS

Political Science
Y374 Women and Politics (3 cr.) SHSI
Feminist Research Methods
W 299  Fall, 2005
TTH 2:30-3:45

Professor April Lidinsky
Office: Wiekamp 2257
Phone: 520-4528
Email: alidinsk@iusb.edu
Office Hours: Tues, 1-2:30; Wed. 8-10 am, and by appointment

Course Description:

This course considers some epistemological assumptions underlying the research and theoretical projects of traditional disciplines and explores feminist adaptations, critiques, and revisions of these assumptions. Students will read historical and theoretical material that will contextualize the practical research skills they will learn for doing effective and sound qualitative research from a feminist perspective.

Students will write informal “Research Reflection” papers connecting class readings to their current research projects. Students will be guided through two longer research projects—a content analysis project and an interview project. Students will undergo the university’s IRB process, and work with librarians for the scholarly research portion of their two longer papers. Additionally, students are expected to participate actively in class discussion, to work effectively with peers in workshop groups, and to present orally on course material and on their own research and writing projects for the course.

Course Objectives:

* To acquaint students with historical and current discussions of feminist epistemology. Questions we will explore include: How and by whom is knowledge produced and validated? Do distinctively feminist methods exist? What is the relationship of the researcher to the researched? How does the social location (class, race, sexual identity, etc.) of the researcher impact the research? What issues (ethical, political, epistemological, methodological) arise when we study “others”? How can and does research relate to efforts for social change?

* To familiarize students with a range of qualitative research methods for giving voice to women’s experience and making visible the frequently invisible aspects of women’s lives.

* To provide students with hands-on experience with the challenges and pleasures of doing research by following through with two qualitative research projects.
**Required Course Materials:**
The following books are available at the IUSB bookstore:


2) Feminist Methodology: Challenges and Choices. Eds. Ramazanoglu and Holland. 2004

Additional articles will be posted through IUSB library's electronic reserve system.

**Participation:** This course will operate centrally through discussion in large and small groups, so when you come to class, you need to be prepared to talk, not merely to watch. This means you need to do more than merely read the material for the day; you must think about it and come prepared to share your ideas about what you have read. We will use short writing assignments and small group work as a way for you to have an active role in shaping our discussion through your insights and questions for one another. Some of the material we discuss is controversial, and there may be strong opinions voiced in class. I expect students to interact respectfully with one another, to listen carefully, and not to talk when others are talking. Monitor yourself in class discussion so that you give everyone in class a chance to participate, please.

**Attendance:** You must be present and engaged for every class. It matters to me that you are here, and you will be rewarded for your participation. The maximum number of absences allowed is three. Tardiness counts as half an absence. For every absence beyond three, your final grade will drop one-half a grade. Please contact me if you have any concerns about this policy. (Please do come and talk with me if you are concerned about missing class. If you know you will be absent, please let me know ahead of time, if possible, so we can make arrangements.)

**Oncourse:** I do use this resource regularly for class announcements, so be sure to check Oncourse consistently. (Please note that I am using Original Oncourse, so you'll need to click on this link from the Oncourse home page.) This is a class requirement.

**Late assignments:** Late assignments will be docked two points for every day they are late. Missing class on the day an assignment is due does not automatically mean I will accept it late without penalty.

**Plagiarism:** Any student in this course who is caught plagiarizing (using another’s work or words as one’s own without proper acknowledgment of the source -- this includes the Internet) will receive at least a failing grade for the assignment, and may receive a failing grade for the course. **Do not do it.** If you have any questions about how to properly document any kind of source you use for an assignment, I’ll be very happy to talk with you about how to document it.

**Grades:**

Your final grade for the course will be determined according to the following breakdown:

- 5 Research Reflection papers 50 points (10 points each)
- Content analysis paper 60 points
- Interview paper 70 points
- Participation in class and workshops 20 points
Total number of points for the course: 200

Grade scale:

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<tr>
<th>Score Range</th>
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<tr>
<td>185-200</td>
<td>A</td>
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<td>180-184</td>
<td>A-</td>
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<td>175-179</td>
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<td>165-174</td>
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If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Course Calendar

Please note: This syllabus is subject to slight modifications, as our needs arise. I will update the assignment for the next class every day on the board.

Week One:


Th Sept. 1: Read and be prepared to discuss the introduction to Feminist Methodology (FM). What factors shape research and our sense of what "counts"?

Week Two:

T Sept. 6: Read and be prepared to discuss Chapter 2 of FM: “Reason, Science, and Progress: Feminism’s Enlightenment Inheritance.” Visit the NARAL website (www.naral.org) and come to class prepared to discuss a specific example of how Enlightenment beliefs have impacted women’s lives.

Th Sept. 8: Read and be prepared to discuss Chapter 3 of FM: “Can feminists tell the truth: Challenges of the Scientific Method.” Research Reflection #1 due: apply the concepts in this chapter to a specific health example from the OBOS website.

Week Three:

T Sept 13: Read and be prepared to discuss Chapter 1: “Introduction to Qualitative Methods” in
Discovering Qualitative Methods (DQM). Read “Feminist Content Analysis” by Shulamit Reinharz (electronic reserve). Begin discussing content analysis project. What is an effective and responsible research question?

**Th Sept 15:** Read Chapter 8 in DQM on designing content analysis research. Brainstorm possible questions, issues, and content for analysis.

**Week Four:**

**T Sept. 20:** Read Chapter 9 in DQM. (Focus especially on the “Analyzing Documents and Images” section.) Come to class with a one-paragraph proposal for a content analysis. Workshop.

**Th Sept 22:** Read Chapter 8 in FM on planning and structuring your research. Bring your revised proposal for your content analysis research. In-class work [with a librarian] on developing your content analysis archive and literature review.

**Week Five:**

**T Sept. 27:** Bring your revised proposal for your content analysis research. **Research Reflection #2 due:** How do the materials we have read help you consider the articles you have found for your literature review? Your data?

**Th Sept 29:** Bring notes for your content analysis. Come to class prepared to workshop copies of your outline/draft of your paper.

**Week Six:**

**T Oct. 4:** Read Chapter 4 in FM. Come prepared to discuss how the insights help you think about your current research.

**Th. Oct. 6:** Full drafts of papers due. Workshop day.

**Week Seven:**

**T Oct. 11:** Read Chapter 2 in DQM on legal aspects of research. Begin discussing interview research project and IRB process.

**Th Oct 13:** In-class work on IRB process. Everyone must pass the on-line test about human subjects research. Read “Unlearning to not speak” by M.A. Paget on interviewing (available through electronic reserve).

**Week Eight:**

**T Oct. 18:** Content Analysis paper due. Reflections on research. Interview paper planning.

**Th. Oct. 20:** Read and be prepared to discuss Chapter 6 of DQM on interview methods.
Week Nine:
T Oct 25: Research Reflection #3 due on your plans for the interview. Read and prepare to discuss Chapter 7 of DQM on analyzing interviews and “Feminist Interview Research” by Shulamit Reinharz (electronic reserve).
Th Oct 27: Read Chapter 9 of DQM and “Talking and Listening from Women’s Standpoint: Feminist Strategies for Interviewing and Analysis” by Marjorie L. Devault (electronic reserve). Come to class with a research plan for the next few weeks.

Week Ten:
T Nov. 1: Library Day - research in the library with a librarian to find scholarly materials to contextualize your interview.
Th Nov. 3: Read Chapter 6 in FM on “Researching ‘Others.’” Research Reflection #4 due. Bring initial bibliography.

Week Eleven:
T Nov. 8: Read Chapter 10 in DQM on the paper-writing process. Discuss projects in small groups.
Th Nov. 10: Read Chapter 7 in FM on “Knowledge, Experience, and Reality.” Research Reflection #5 due.

Week Twelve:
T Nov. 15: Bring your transcript to class for workshopping. Read and be ready to discuss “Talking and Listening from Women’s Standpoint: Feminist Strategies for Interviewing and Analysis” by Marjorie L. Devault (electronic reserve).
Th Nov 17: Bring finalized materials for literature review and notes on your data-analysis.

Week Thirteen:
T Nov 22: Class cancelled for individual conferences.

****Thanksgiving Holiday ****

Week Fourteen:
T Nov 29: Drafts due. Bring copies for workshopping.
Th Dec. 1: Workshop
Week Fifteen:

T Dec 6: Class presentations of research. Read and be ready to discuss “Conclusions” by Shulamit Reinharz (electronic reserve).

Th Dec. 8: Class presentations of research. Final papers due.

*Guidelines for Research Reflections: 2-page typed, double-spaced pages in which you respond to the prompt on the syllabus, asking students to connect the day’s reading to the student’s current research work. Be sure to quote specific passages from the reading and site the source accurately.

Interesting websites to explore:

http://www.adiosbarbie.com/
Gender Pac: http://www.gpac.org/
About face: http://www.about-face.org/
Our Bodies, Ourselves: www.ourbodiesourselves.org
Body Positive: http://www.bodypositive.com/
National Abortion and Reproductive Rights Action League: www.nara.org
National Organization for Women: www.now.org
Sisterhood is Global Institute: www.sigi.org
The Third Wave Foundation: www.thirdwavefoundation.org
The Feminist Majority Foundation: www.feminist.org
The Body Project resource site: http://www.thebodyproject.com/resources.mgi