Women’s, Gender and Sexuality Studies 7760 is an interdisciplinary course that offers graduate students an opportunity to learn about research methods feminist scholars use to study issues related to women, gender, and sexuality. The course is designed to 1) expand the student’s knowledge of feminist methods and epistemology in the humanities, social sciences, and natural sciences, and 2) to encourage discussion and critical thinking about contemporary debates among feminist and gender studies scholars.

**Merriam-Webster Definition of Method:**
1: a procedure or process for attaining an object: as a (1): a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art (2): a systematic plan followed in presenting material for instruction; b (1): a way, technique, or process of or for doing something (2): a body of skills or techniques
2: a discipline that deals with the principles and techniques of scientific inquiry

**Merriam-Webster Definition of Methodology:**
1: a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures
2: the analysis of the principles or procedures of inquiry in a particular field

**Required Texts**


**Readings on Carmen**

- Sara O’Shaughnessy and Naomi T. Krogman, “A Revolution Reconsidered? Examining the Practice of Qualitative Research in Feminist Scholarship,” *Signs*
- Corinne A. Moss-Racusin, et. al., “Science Faculty’s Subtle Gender Biases Favor Male Students,” *Proceedings of the National Academy of Sciences*
- Helen Longino, “Can There be a Feminist Science?”
• Valerie Yow, “‘Do I Like Them Too Much?’: Effects of the Oral History Interview on the Interviewer and Vice-Versa,” Oral History Review
• Judith Stacey, “Can There Be a Feminist Ethnography?,” Women’s Studies International Forum
• Norman Fairclough, “Discourse and Text: Linguistic and Intertextual Analysis within Discourse Analysis,” Discourse and Society
• Sally Kitch and Mary Margaret Fonow, “Analyzing Women’s Studies Dissertations: Methodologies, Epistemologies, and Field Formation,” Signs

Course Information

All readings must be completed by the dates indicated on the schedule below. Class sessions will be conducted on the model of a seminar, in which we will discuss the readings and their significance. Verbal participation in class discussions should be offered in a candid, thoughtful, and respectful manner. Intellectual conflict is necessary and healthy for learning, and I encourage seminar participants to question the positions and views of colleagues and authors. However, please address specific ideas and arguments, and refrain from characterizing others’ arguments in comprehensive terms (i.e., as racist, homophobic, etc.).

What we accomplish together in discussion will determine the quality of the course; therefore, attendance is required for all class sessions. Assignments, whether written or oral, must be delivered when they are due. Graded assignments that are not handed in when due will be subject to a penalty. All assignments should be typed using appropriate margins, fonts, and typefaces, and be stapled together (no folders).

Because of the scale and intellectual complexity of projects, graduate work generally requires a high degree of planning and self-motivation. Your success as a graduate student—or as an advanced undergraduate undertaking challenging academic work—will depend in part upon your ability to balance tasks and to work continuously toward their completion. If you have difficulty with assignments, speak to the professor well before assignment deadlines.

A note on participation: This class is a seminar. Therefore, active participation on the part of students is necessary for the success of the class and is an academic requirement for the course. Contributions to discussions are part of good citizenship in intellectual communities. Participation is also an academic requirement, and, just as with written work, it may be evaluated and graded. Students should prepare contributions (points and questions) in advance and strive to improve their public speaking skills. The only exceptions to this requirement will be made because of a disability or an upbringing through college education in a culture outside the US that does not foster widespread public speaking. Students who have difficulty fulfilling this part of graduate or upper level undergraduate work should consult with their professor to devise strategies for overcoming their particular challenges.
Disability Services

The Office for Disability Services (ODS) offers a variety of services and auxiliary aids for students with documented disabilities. To access services, students must provide ODS with documentation of the disability. ODS is located in 150 Pomerene Hall; you can contact them at 292-3307. The OSU Writing Center, which offers free tutoring to students (grad and undergrad), is located at 475 Mendenhall Lab. You can obtain more information about the Center at http://cstw.ohio-state.edu/writing_center/index.htm, and you may contact them at 688-4291.

Academic Dishonesty Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Requirements

Seminar Questions

Each student should come to every seminar meeting with substantive questions or discussion points from the reading assignment. You should be prepared to share and discuss these questions/points and comment on the questions of other seminar participants.

Class Presentation

Each student will present the course material for one class session during the quarter. The material to be presented will be assigned during the first class meeting. Individual presentations should be no longer than fifteen minutes and should give the major arguments of the assigned reading with interpretive comments. However, do not merely repeat what the author has written, tracking the author’s claims and arguments point by point. Instead, craft a presentation that is synthetic, taking important points and arguments and weaving them together into a whole that represents the original work but also moves beyond it in a creative way. [note: If students are assigned to work in groups, members of groups must also work together to assure that material for a session fits together, covers the assigned reading, and is not repetitive]

Treat this presentation as a public lecture in which you are likely to be judged on clarity and organization as well as mastery of subject matter. Besides presenting the material, you will be responsible for responding to questions from other participants.
In addition to the oral presentation, each student should prepare a presentation guide and pass it out to all seminar participants. This guide should include the main points you will cover in your presentation as well as a discussion question for the class. Be judicious about the material you choose to present in this guide because what you hand out to your colleagues should not merely be a copy of your class remarks.

**Method Paper**

Each seminar participant should select a particular research method or approach that is consistent with her own research interests. In a paper of **20-22 pages** in length, use scholarship to examine a particular research method that relates to your interests or intellectual agenda. The method you select may be one that we have studied in this class, but it does not have to be. Papers will be evaluated on accuracy, coherence, intelligibility, and adherence to standards of scholarly writing. Before you begin your paper, you must let me know what method you have selected. The paper should include the following elements:

- A description of a method (or two if the two are closely connected in your research plan) drawn from more than one academic source
- If relevant, an examination of ethical issues related to the application of this method
- An analysis of the application of this method in a selected piece (or no more than two pieces) of academic research
- A bibliography of no more than ten items (books, chapters, and articles)

*This paper may not have been presented to satisfy the requirements of any other course. If you write the term paper on a subject you have written on before, your paper for this course should be substantially different than earlier pieces of writing (i.e., no more overlap between the two than would be reasonable for two pieces of published scholarship by an author on the same subject).*

**Grading**

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<th>Weight</th>
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<tbody>
<tr>
<td>Presentation/Handout/Participation</td>
<td>50%</td>
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<tr>
<td>Paper</td>
<td>50%</td>
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<td>100%</td>
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Grading scale: A (95-100) A- (90-94) B+ (88-89) B (85-86) B- (80-84)

**Course Schedule:** Please give close attention to due dates for reading, activities, and assignments. Any change will be regarded as a formal alteration to the syllabus if it has been announced in class or on Carmen.
### Introduction: Epistemology and Contexts of Inquiry

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
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<tbody>
<tr>
<td>Th Aug 22</td>
<td>Hawkesworth, <em>Feminist Inquiry: From Political Conviction to Methodological Innovation</em>, Part I (pp. 1-141)</td>
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<tr>
<td>Th Aug 29</td>
<td>Hawkesworth, <em>Feminist Inquiry</em>, Part II (pp. 145-248)</td>
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### Feminist Research Methods

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<tr>
<th>Date</th>
<th>Reading/Activity</th>
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| Th Sep 5   | Griffin, *Research Methods for English Studies*, Chapters 1-4 (pp. 1-66)  
Yow, “‘Do I Like Them Too Much?’: Effects of the Oral History Interview on the Interviewer and Vice-Versa” |
| Th Sep 12  | Griffin, *Research Methods for English Studies*, Chapters 5-8 (pp. 67-155)  
Stacey, “Can There Be a Feminist Ethnography?” |
| Th Sep 19  | Griffin, ed., *Research Methods for English Studies*, Chapters 9-12 (pp. 157-235)  
Fairclough, “Discourse and Text: Linguistic and Intertextual Analysis within Discourse Analysis” |
| Th Sep 26  | Moss-Racusin, et. al., “Science Faculty’s Subtle Gender Biases Favor Male Students”  
Helen Longino, “Can there be a Feminist Science?”  
Subramaniam, “And the Mirror Cracked: Reflections of Natures and Cultures” and Whitmore, “When the Mirror Looks Back: Nature in the Scholarship of the Humanities” |
<p>| Th Oct 3   | Bryman, <em>Social Research Methods</em>, Chapters TBA |
| Th Oct 10  | No Class |
| Th Oct 17  | Bryman, <em>Social Research Methods</em>, Chapters TBA |
| Th Oct 31  | No Class |
| Th Nov 7   | Bryman, <em>Social Research Methods</em>, Chapters TBA |</p>
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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</table>
| Th Nov 14  | Kitch and Fonow, “Analyzing Women’s Studies Dissertations: Methodologies, Epistemologies, and Field Formation”  
|            | O’Shaughnessy and Krogman, “A Revolution Reconsidered? Examining the Practice of Qualitative Research in Feminist Scholarship” |
| Th Nov 21  | Student Presentations                                                |
| Th Nov 28  | No Class—Thanksgiving                                                |
| Th Dec 5   | Last Class: Student Presentations                                    |
Additional Reading

Linda Alcoff and Elizabeth Potter, eds., *Feminist Epistemologies*

Martin Brett Davies, *Doing a Successful Research Project Using Qualitative or Quantitative Methods*

Mary Margaret Fonow and Judith A. Cook, eds., *Beyond Methodology: Feminist Scholarship as Lived Research*

Sandra Harding, ed., *Feminism and Methodology*

Sharlene Nagy Hesse-Biber, ed., *Handbook of Feminist Research: Theory and Practice*

Sharlene Nagy Hesse-Biber and Patricia Leavy, eds., *Emergent Methods in Social Research*

Christina Hughes and Rachel Cohen, eds., *Feminism Counts: Quantitative Methods and Researching Gender*


Shulamit Reinharz, *Feminist Methods in Social Research*

Sue Wilkinson and Celia Kitzinger, eds., *Representing the Other: A Feminism and Psychology Reader*
Terms in (Feminist) Methods

- Bias
  - Confirmation
  - Social Desirability
- Causal Relationship
- Case Study
- Confidentiality
- Consent Form
- Content Analysis
- Correlation (positive/negative)
- Data
- Deconstruction
- Deduction
- Dependent Variable
- Dialectic (al)
- Discourse Analysis
- Empirical/Empiricism
- Epistemic Privilege
- Epistemology
- Essentialism
- Ethnography
- Experience
- Field Notes
- Focus Groups
- Foundationalism
- Genealogy
- Grounded Theory
- Hegemonic
- Historicize
- Hypothesis
- Identity Politics
- Independent Variable
- Individual (ism)
- Induction
- Institutional Review Board (IRB)
- Interdisciplinary
- Intersectionality
- Interview
- Likert Scale
- Method
- Methodology
- Mixed Methods
- n
- Narrative Theory
- Normal Distribution
- Normative
- Objectivity
- Observation
  - Field
  - Participant
- Ontology
- Operationalize
- Paradigm
- Population
- Positivism
- Probability
- Praxis
- Problematize
- Qualitative
- Quantitative
- Reflexive (-ity)
- Reliability
- Representation
- Sampling
  - Random
  - Snowball
- Social Construction
- Standpoint
- Subject
- Subjectivity
- Survey Research
- Text
- Theory
- Thick Description
- Universalize
- Validity
- Longitudinal Study