FEMINIST RESEARCH METHODS
WOMEN, GENDER, AND SEXUALITY STUDIES 392
FALL 2010

Professor: Mona Lena Krook
Office: 281 Seigle Hall
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Course Time: Monday/Wednesday, 10-11.30 AM
Office Hours: Wednesday, 12-2 PM, or by appointment

Teaching Assistant:
Diana Z. O’Brien, dzobrien@wustl.edu
Office Hours: 275 Seigle Hall, Friday, 2.30-4 PM

Responsibilities:
-reading and offering feedback on weekly memos
-additional support for week-to-week concerns and writing literature reviews

Course Description

This course explores feminist epistemologies and research methods. We will focus on how feminist scholars challenge dominant theories of knowledge and the major methodologies employed in the social sciences and humanities. Through lectures and workshops, we will ask how gender theory and feminist politics shape the kinds of research questions we ask, the types of materials we use, and how we define our relationships with our subjects. To reflect on and engage with feminist methods, students are expected to participate actively in class discussions, write memos reflecting on workshop topics, and draft a research proposal in stages over the course of the semester.

Course Rationale

This course is designed as a capstone course for junior and senior Women, Gender, and Sexuality Studies (WGSS) majors. As such, it will differ from – but also build substantially upon – other courses in the WGSS Program. Its main purpose is to synthesize what students have already learned in other WGSS courses in order to enable them to theorize and engage in practical applications of this knowledge on projects related to their own interests in WGSS. In this sense, it aims to encourage active reflection on the nature and shape of women’s/gender/sexuality/feminist studies as an academic discipline and/or field of interdisciplinary inquiry.

Course Requirements

This course aims to achieve these aims through three sets of course assignments, which are intended to complement one another in helping students gain familiarity with basic concepts, debates, and applications in feminist research. Because the learning curve may be steep, grades will be weighted more heavily as the semester progresses. All students are welcome to contact me or the teaching assistant with any questions or concerns regarding any of these assignments, but are encouraged to do so well in advance of the due dates either in person or via email.

- **Class participation (25%)** You are expected to come to class prepared and to participate actively in all class discussions, whether lecture- or workshop-based. This grade will be based on both attendance and contributions to class discussions.
- **Short research memos (25%)** Following each workshop (with the exception of the first), you will write a short 1-2 page memo. The goal of these memos is to help you brainstorm and develop various ideas for your research proposal. Specific memo assignments and their due dates are included in the syllabus. Lateness policy: *If you are absent from a workshop, you are still responsible for handing in a memo on the day that it is due*. Memos that are overdue...
will receive a grade of zero, unless a valid reason for the delay is provided. In order to receive an extension, you must contact me at least the day before the memo is due.

- **Research proposal** (50%) You will draft a research proposal in stages over the course of the semester. I will distribute guidelines for the proposal on the first day of class. Throughout the semester, you should treat the research proposal as a “work in progress,” to be revised and further developed as the course goes on. **Deadlines:** a research question on September 22, a first section on October 11, a draft literature review on November 3, a second section on November 29, and the final paper on December 17. **Lateness policy:** Late papers will not be accepted, unless a valid reason for the delay is provided. In order to receive an extension, you must contact me at least the day before the paper is due.

**Course Policies**

This course seeks to promote active learning and a positive classroom environment. To help accomplish these goals, students should take note of the following course policies:

- **Attendance** is required. The readings serve as a background, not as a substitute, for the lectures and workshops. Missing or not participating in class discussions will result in a deduction in your class participation grade and will affect your ability to produce the best research proposal.
- **Late papers** and **email submissions** will not be accepted. Any requests for exceptions to these rules must be made in advance of the due date (i.e., at least the day before).
- The field of women, gender, and sexuality studies is fundamentally concerned with rethinking how and what we “know” about the world. To benefit most from this course, it is crucial that students **actively seek to make connections** between this and other courses in the WGSS Program, as well as **raise questions** when these links may be hard to see.
- **Making appointments** to meet with me and/or the teaching assistant is strongly encouraged at all points in the semester, especially – but not exclusively – when students do not understand content covered in the course, or have questions about the assignments. The best way to reach both of us is **via email** or **before or after each class session**.

**Required Texts**

All of the readings will be available on ARes (password “feminist”), with the exception of two books that are available for purchase at the campus bookstore:


**COURSE SCHEDULE**

**September 1:** NO CLASS

Review syllabus for an overview of course aims and assignments.

**September 6:** NO CLASS, LABOR DAY
September 8: The Enlightenment and the Scientific Method


FEMINIST EPISTEMOLOGIES

September 13: Feminist Approaches to Theories of Knowledge


September 15: Workshop on Feminist Methodologies


Goodwin, Jan. 2007. “When the Suicide Bomber Is a Woman.” Marie Claire, August.

September 20: Gender as an Analytic Category


September 22: Workshop on Researching “Sex” and “Gender”

*Research question due.

Guest: Amy Cislo, Women, Gender, and Sexuality Studies Program


Memo due on September 27: How do you employ sex/gender as an analytic category in your research project?
September 27: Feminist Standpoint Theory


September 29: Essentialism and Intersectionality


Memo due on October 4: How might you employ feminist standpoint theory and/or deal with questions of essentialism and intersectionality in your research project?

October 4: Workshop on Intersectionality and Interdisciplinary Research

Guest: Rebecca Wanzo, Departments of Women’s Studies and English, Ohio State University, and Visiting Scholar in the Women, Gender, and Sexuality Studies Program


October 6: Postmodern Challenges to (Feminist) Epistemology


DOING FEMINIST RESEARCH

October 11: Beginning a Feminist Research Project

*First section due.


Memo due October 13: Using the template provided, what is your approach – and general plan – for your research project?
October 13: Workshop on *Kitchen Stories*

*Memo due October 18:* What does *Kitchen Stories* share with feminist critiques of the “scientific method”?

October 18: Feminist Interviewing


October 20: Workshop on Conducting Interviews


*Memo due October 25:* How and why might you apply – or not apply – interviews in your research project?

October 25: Feminist Action Research and Ethnography


October 27: Workshop on Participatory Action Research

*Guest: Shanti Parikh, Department of Anthropology/African and African-American Studies Program*


*Memo due November 1:* How and why might you apply – or not apply – action work in your research project?
November 1: Workshop on Feminist Ethnography

*Draft literature review due.*

November 3: Workshop on *Born into Brothels*

*Memo due November 8: In what ways is *Born into Brothels* a feminist ethnography – or not?*

November 8: Feminist Archive and Internet Research

**Memo due November 15: How and why might you employ – or not employ – archives or the internet in your research project?**

November 10: Workshop on Archival Research

**Memo due November 15: How and why might you employ – or not employ – archives or the internet in your research project?**

November 15: Workshop on Textual Analysis and Literary Theory

*Guest: Andrea Friedman, Department of History/Women, Gender, and Sexuality Studies Program*


November 17: Feminist Text and Content Analysis


*Memo due November 22:* How and why might you apply – or not apply – text analysis in your research project?

November 22: Workshop on Kinsey

*Memo due November 29:* What does Kinsey suggest about the use of surveys for analyzing human sexuality?

November 24: NO CLASS, THANKSGIVING BREAK

November 29: Feminist Surveys and Statistical Analyses


*Memo due December 6:* How and why might you employ – or not employ – quantitative methods in your research project?

December 1: Workshop on Quantitative Techniques

Guest: Diana Z. O’Brien, Department of Political Science


December 6: Original Feminist Research Methods


December 8: Workshop on (Original) Feminist Research Methods


FINAL PAPER DUE ON DECEMBER 17 BY 2 PM TO MY MAILBOX IN 207 SEIGLE HALL.