

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3575
Course Title Feminist Methodology
Transcript Abbreviation Feminist Methods
Course Description This course will introduce students to thinking critically and analytically about feminist approaches to knowledge production, examining identities and subjectivities, and critical excavations of lived experiences and consciousness. We will focus on how race, class, gender, sexuality, ability, religion, ethnicity, and geopolitical location affect feminist research and scholarship.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Strongly recommended that students take WGSST 1110 prior to WGSST 3575
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Understand what constitutes feminist methodology.
- Understand what constitutes a method and what constitutes a feminist method.
- Understand various feminist approaches to knowledge production, subjectivity, and consciousness.
- Ascertain the skills for feminist collaborative work.
- Comprehend the relationship between feminist theory and praxis.
- Explore the role of creativity in feminist theory and praxis.
- Understand how difference, power, and marginalization affect knowledge production and the canonization of particular feminist methods.
- Critically consider a methodological approach for future research.

Content Topic List

- Topics variable based on instructor.

Sought Concurrence

No

Attachments

- 3575 Lindsey Syllabus (AU20).docx: 3575 Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- Appendix K - WGSS Curriculum Maps.xlsx: WGSS full curriculum map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

- This course is contingent upon the approval of the proposed WGSS undergraduate curriculum redesign. *(by Stotlar, Jacqueline Nicole on 04/11/2019 04:42 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	04/11/2019 04:42 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/11/2019 05:10 PM	Unit Approval
Approved	Heysel, Garrett Robert	04/11/2019 08:23 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/11/2019 08:23 PM	ASCCAO Approval



SYLLABUS: WGSST 3575 FEMINIST METHODOLOGY AUTUMN 2020

Course overview

Classroom Information

Format of instruction: Lecture

Meeting Days/Times: Monday/Wednesday, 9:35AM - 10:55AM

Location: TBD

Instructor

Instructor: Dr. Treva Lindsey

Email address: lindsey.268@osu.edu

Phone number: 614-292-8339

Office hours: Mondays, 1-4 pm

Course description

This course will introduce students to thinking critically and analytically about feminist approaches to knowledge production, examining identities and subjectivities, and critical excavations of lived experiences and consciousness. We will focus on how race, class, gender, sexuality, ability, religion, ethnicity, and geopolitical location affect feminist research and scholarship. We will explore the relational dynamics of power and knowledge, feminist ethics, disciplinarity vs. interdisciplinarity, the politics of representation, intersectional inquiry, and the contours of critical analysis.

What is a methodology? What are feminist methods? What is the difference between methodology and methods? How do feminist scholars create and work through collaborative processes? How does methodology help feminists develop and address their research questions? Where and how are feminist methods produced? What distinguishes feminist methodologies from other anti-oppressive, anti-colonial, anti-racist, or anti-sexist methodologies?

As an interdisciplinary introduction to feminist methodology, students will engage multiple perspectives and directions in feminist research. From poetry and performance to quantitative methods, this course will uncover the range of ways feminist scholars produce scholarship. Students will also use this course to consider the methodology they will use for their final WGSS research project. Ultimately, students will examine their own research principles and develop a feminist methodological approach to their research projects.

This course is a required for the major in Women's, Gender, and Sexuality Studies.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand what constitutes feminist methodology.
- Understand what constitutes a method and what constitutes a feminist method.
- Understand various feminist approaches to knowledge production, subjectivity, and consciousness.
- Ascertain the skills for feminist collaborative work.
- Comprehend the relationship between feminist theory and praxis.
- Explore the role of creativity in feminist theory and praxis.
- Understand how difference, power, and marginalization affect knowledge production and the canonization of particular feminist methods.
- Critically consider a methodological approach for future research.

Course materials

Required

All readings available at OSU bookstore.

Critical Autoethnography: Intersecting Cultural Identities in Everyday Life, Robin M Boylorn and Mark P Orbe, eds.

Feminist Methodology: Challenges and Choices, Janet Holland and Caroline Ramazanoglu

Living a Feminist Life, Sara Ahmed

Decolonizing Methodologies: Research and Indigenous Peoples, Linda T Smith

Muddying the Waters: Coauthoring Feminism Across Scholarship and Activism, Richa Nagar

Required supplemental materials

Additional readings will be posted to Carmen.

Grading and instructor response

Grades

This course will require 50-75 pages of weekly reading, thoughtful participation in discussion, response papers, weekly discussion board posts, and a final project on designing a feminist methodology.

Assignments

Weekly Reading: Readings will be assigned for the week. Students are responsible for **ALL** of assigned readings and will be expected to engage in-class.

Abstract: Students will submit a 300-400 word abstract of the topic they will focus on over the course of the semester.

Annotated Bibliography: Students will compile an annotated bibliography with 10-12 sources related to the topic of their choice. The annotation for each entry will include both a brief summary and analysis of the source and its specific connection to your topic.

Methods Review Essays: Students will explore their chosen topic using **THREE** different feminist methods. Each **THREE**-page essay will contribute to examining how to approach feminist inquiry and to develop a feminist methodology.

Peer Review: Throughout the semester, students will learn the process of peer review and how to provide constructive feedback to their colleagues.

Methodological Essay: Students will write a 5 to 7-page papers detailing their proposed methodology for their forthcoming 4575 research paper.

Thoughtful Participation: Attendance is **MANDATORY**. Students are permitted **TWO (2)** absences an absence without penalty. Each additional absence will result in a penalty of two (2) points from your participation and attendance grade.

Assignment or category	Points
Abstract	5
Annotated Bibliography	20
Methods Review Essay 1	10
Methods Review Essay 2	10
Methods Review Essay 3	10
Peer Review Feedback	10
Methodological Essay	20

Thoughtful Participation	15
Total	100

See course schedule, below, for due dates

Late assignments

[Fill in late assignment policy]

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course.

Contact Preference

Contacting me via email or meeting during office hours is preferred.

Grading and feedback

For large weekly assignments, you can generally expect feedback within **10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Explicit Content Statement

This course will contain some material of an explicit nature. Students should be aware that they will be engaging with material they may find offensive, but will be asked to respectfully engage with the material, their fellow students, the GTAs, and myself. If a student is uncomfortable with any particular portion of the material, the student should contact their GTA. This class requires difficult discussions about a wide range of topics.

RESPECT

Students are expected to be respectful at **ALL TIMES**.

- 1) Cell phone usage (calls, texts, e-mails, etc.) will not be permitted during class. Please turn off or silence your phone during class. If a student uses the phone at any point during the class, the student will be asked to leave and **5 POINTS** will be deducted from their final grade for each infraction.
- 2) Students may not use laptops, iPods, iPads, e-readers, or other electronic devices during class, unless previously approved by me, as a result of exceptional circumstances. Our classroom experience will be based on mutual respect and thoughtful, but critical engagement.
- 3) No taping, filming, or photography in class without my prior permission (whether by camera, cell phone, or other means). These activities often distract and inhibit learning and may infringe upon privacy rights or copyright. These activities also tend to negatively affect classroom discussions
- 4) Once class begins, please end all conversations with fellow students.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 26	Introductions
2	Aug 31 & Sep 2	Theme: What Is Feminist Inquiry? Readings: "Feminist Epistemology," (Carmen),
3	Sep 9	Theme: What Is Methodology? Readings: Abstract Due on Sept 9th
4	Sep 14 & 16	Theme: What Is Feminist Methodology? Readings: "Feminist perspectives on empowering research methodologies" (Carmen) Part One: <i>Feminist Methodology</i>
5	Sep 21 & 23	Theme: What Are Feminist Methods? Readings: Part Two- <i>Feminist Methodology</i> Annotated Bibliography Due in Class on Sept 23 rd
6	Sep 28 & 30	Theme: Knowledge Production Readings: Part Three- <i>Feminist Methodology</i>
7	Oct 5 & 7	Theme: Consciousness Readings: <i>Decolonizing Methodologies pp. 1-61</i> Methods Essay #1 Due October 7 th

8	Oct 12 & 14	<p>Theme: Subjectivity</p> <p>Readings: <i>Decolonizing Methodologies</i> pp.61-126 <i>Living a Feminist Life: pp. 65-88</i></p>
9	Oct 19 & 21	<p>Theme: Collaboration</p> <p>Readings: <i>Decolonizing Methodologies</i> pp. 127-197</p>
10	Oct 26 & 28	<p>Theme: Peer Review</p> <p>Readings: <i>Decolonizing Methodologies</i> pp. 198-233 <i>Muddying the Waters- Introduction and Chapter 1</i> Methods Essay #2 Due October 28th</p>
11	Nov 2 & 4	<p>Theme: Feminist Reflexivity</p> <p>Readings: “What can conversation analysis contribute to feminist methodology? Putting reflexivity into practice” (Carmen) <i>Living a Feminist Life: pp. 1-64</i></p>
12	Nov 9 & 11	<p>Theme: Feminist Reflexivity Reloaded</p> <p>Readings: <i>Muddying the Waters Chapters 3&4</i> <i>Living a Feminist Life: pp. 235-268</i></p>
13	Nov 16 & 18	<p>Theme: Discovering Your Methodology</p> <p>Readings: <i>Critical Autoethnography</i> pp. 27-74 Methods Essay #3 Due November 18th</p>
14	Nov 23	<p>Theme: The Future of Feminist Methodology</p> <p>Readings: <i>Critical Autoethnography</i> pp. 75-143</p>
15	Nov 30 & Dec 2	<p>Peer Feedback in Class Nov 30th & December 2nd ;</p> <p>Readings: <i>Critical Autoethnography</i> pp. 144-188; pp. 195-208; 235-238</p> <p>Methodology Paper Due Dec 9th</p>

Other course policies

Academic integrity 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 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After

registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Support Policies and Resources

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets

regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

***** I reserve the right to change/adjust this syllabus at any time, provided students are given a reasonable amount of notice of any changes.**