

FEMINIST RESEARCH
WST 6935, Section 112G,
Fridays, Periods 5-7 (11:45-2:45)
Classroom Building 238

Kendal L. Broad, Ph.D.
Office: USTLER 301
Phone: (352) 273-0389;
Email: klbroad@ufl.edu

Office Hours:
(email) Mondays, 11:30am-12:30pm
(office) Thursdays, 11:00am-1:00pm
and by appointment

“Feminism is at stake in how we generate knowledge; in how we write, in who we cite”
(Ahmed, 2017: 14)

“...radical vulnerability...goes hand in hand with a critical self-reflexivity that is attuned to our institutional and geopolitical positions; such reflexivity constitutes the core of situated solidarities that enable engaged intellectual work across divergent and unequal locations” (Nagar, 2014: 19)

COURSE DESCRIPTION: Today, just one course cannot take up the diverse, complex, and varied ways in which feminists conduct and rethink the task of knowledge production in the form of research. Questions, debates, and innovations of feminist research cross methodological boundaries and exist in disciplinary and interdisciplinary spaces inside and outside the academy and online. Feminist inquiry and strategies of knowledge production still return to core interrogations such as how research is situated, how researcher positionality is not neutral, how knowledge production is relational, how stories are not owned or easily heard, and how the project of research (especially social science) has a white capitalist heteropatriarchal colonialist past (and some would argue, present). This seminar returns to some of these interrogations and also delves into further considerations about the research stories we may not be able to tell, the feminist (“killjoy”) positions we inhabit in our lives and the institutions we work, the way we might (co)author in terms of “situated solidarities,” and how we are read (or misread). The seminar begins with current (re)considerations about the project of feminist research especially attentive to complicating universities/academia as the site(s) of knowledge production/consumption and the critical engagement of stories as part of that process. Then the seminar returns to feminist research writings (especially in response to the dominant assumptions of positivism) articulating unique feminist epistemologies and practical strategies of feminist research method (e.g., interviewing) and design (and the complication thereof). To a degree, seminar participants will coauthor the seminar by reading, reviewing, and augmenting these class texts together. Thus, this course will be an opportunity to read, dialogue, collaborate and listen as “feminist” “researchers” in relation to the writings of other feminist researchers and each other. As we do so, we will also operate as a feminist research space where we will work on what is most pressing to us as feminist researchers (defining and working on individual feminist research projects throughout the semester as we simultaneously reflect on that process).

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| <p><i><u>NOTE:</u> Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes, as long as they are announced in advance in class or via the class email list</i></p> |
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COURSE OBJECTIVES/GOALS

This course is a seminar about feminist research aiming to provide participants with the following:

- a space to engage some of the current writing critically reflecting on the project of feminist research.
 - a review of notable writing about different feminist epistemologies characterizing feminist research practice.
 - an introduction to different feminist approaches to research.
 - an in-depth consideration of one type of feminist method (interviewing) and various feminist approaches for doing it, including quite recent discussions of new feminist interview strategies and storytelling beyond the interview.
 - an opportunity to do collaborative reading and critical review of current examples of recognized feminist research.
 - an opportunity to develop a researcher's own feminist approach to research.
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GENERAL COURSE INFORMATION

ACADEMIC ETIQUETTE: This course is a working feminist research seminar, where all participants will be both learners and researchers committed to working together as colleagues for this semester. The structure of the course depends on having each participant contribute in various ways to the material of the course.

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Honor Code. This honor code states, in part, *"In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code. The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."* Further information about the UF Honor Code and guidelines for Academic Honesty are outlined online in the UF Graduate Catalog at: http://gradcatalog.ufl.edu/content.php?catoid=2&navoid=762#Academic_Honesty

PERSONAL AND PROFESSIONAL INTEGRITY: In order to make this an effective seminar for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women’s Studies Research. This means I expect all participants to interact with peers “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all seminar participants will to fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students in the program. These are standards outlined by the CGSWSR as appropriate for MA students as well as Certificate students (e.g., <http://www.wst.ufl.edu/wst/graduate/docs/WST%20CERT%20LOA.pdf>) and informed by the National Women’s Studies Association statement of Personal and Professional Integrity (<http://www.nwsa.org/content.asp?contentid=46>)

ACCOMMODATIONS: Reasonable accommodations are available for students who have a documented disability with the Disability Resource Center, located at 0001 Building 0020-Reid Hall (<http://www.dso.ufl.edu/drc/>; accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570). Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

COMMUNITY RESOURCES: Your well-being is important to the University of Florida. The U Matter, We Care initiative (<http://www.umatter.ufl.edu/>) is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

COURSE ASSIGNMENTS

| <u>Requirement</u> | <u>% of grade</u> | <u>Points possible</u> |
|-----------------------------|-------------------|------------------------|
| 8 Reviews/Reflections | 40 % | 80 points (10 each) |
| 1 Feminist Research Example | 10% | 20 points |
| 1 Feminist Research Project | 50 % | 100 points |
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| Course Grade | 100% | 200 points |

REVIEWS/REFLECTIONS

(40% of course grade, 8 review/reflections of 10 possible points each, 80 total points possible)

Due: Review by 11am before class, Reflection by midnight after class on each day review assigned

As noted in the course schedule, to facilitate our collaborative reading of, and about, feminist research, course participants will be expected to submit reviews of various readings and present them in class discussion. (NOTE: *Many times in the semester, not all members of the seminar will be reading the same reading*). In general reviews should be 2-page essays (single-space) providing a summary of the reading, identifying the author(s) key points and offering at least one developed point of critical reflection about the work (especially in relation to other readings and ideas from class). This review is due before we meet each week. (Please note, on certain days your review should include a selection of a quote or part of the

reading to share and read aloud in class as part of a strategy of social reading we will employ at times. See course schedule to see which readings reviews include this requirement). At the end of class each week, I will ask you turn in an additional reflection paragraph. In that paragraph, please discuss anything you learned in our class discussion, either in the form of further reflections about the reading (given our discussion) or in consideration of new understandings based on reviews of other readings by your colleagues. Each review/reflection will be worth 7 points for review and the remaining 3 points will be based on your reflection and collaborative and professional behavior during class participation (further discussion on expectations will be outlined in class; see also the statement on Personal and Professional Integrity). *To be clear, because we are working collaboratively, you will be expected to speak about the readings almost every day that we meet. Everyone in the seminar is expected to co-facilitate discussion. The review/reflection assignments are designed to support collaborative discussion.*

FEMINIST RESEARCH EXAMPLE

(10% of course grade, 20 total points possible)

Due: Either Friday March 30th or Friday April 6th (to be decided in class)

To contribute to our ongoing discussion about feminist research by reading examples of feminist research, course participants will be asked to choose an example of recognized feminist research (a preliminary list of such research will be provided in class, though proposals for additions to this list are welcome). Each class participant will choose a different example, read it and write a compassionate critical review of it (in the form of a book review) and present it to class on one of two days (Friday March 30th or Friday, April 6th).

FEMINIST RESEARCH PROJECT

(50% of course grade, 100 total points possible)

Due: Friday, April 20th before class

Course participants will be expected to write a final 10-15 page feminist research project paper. This paper may take various forms (either as a feminist research proposal, presentation of feminist analysis of data, review of body of feminist research literature, or defining your feminist research approach as appropriate for a dissertation chapter/qualifying exam). The scope of the project paper will be decided in consultation with colleagues in class and Dr. Broad (Note steps toward the final project paper due on course schedule). Further details to be provided in class.

REQUIRED READING

The reading for this course will be completed collaboratively. This will manifest in different ways in relation to the readings we are doing, but in general, it means we will present core ideas from readings to each other, work on compassionate critiques/reviews of readings to share, and select readings we think worthy of reading and discussing together. The following books are those we will read collaboratively, in addition to chapters and articles listed on the course schedule (and available on in Elearning/Canvas, as a course reserve or pdf):

Ahmed, Sarah. 2017. *Living a Feminist Life*. Duke University Press.

Nagar, Richa, 2015. *Muddying the Waters: Coauthoring Feminisms across Scholarship and Activism*. University of Illinois Press.

COURSE SCHEDULE

Fri., Jan 12th INTRODUCTION/REFLECTING ON DOING FEMINIST RESEARCH

Due: Review on one reading (although please read them all)

Borlorn, 2013. Blackgirl Blogs, Autoethnography, and Crunk Feminism” *Liminalities: A Journal of Performance Studies*. Vol. 9. (pdf in Canvas)

Ellis, Carolyn, in press. “Compassionate Research: Interviewing and Storytelling from a Relational Ethics of Care.” *The Routledge International Handbook on Narrative and life History*, Ed. By Ivor Goodson, Molly Andrews, and Ari Antikainen. New York: Routledge. (pdf in Canvas)

González-López, Gloria. 2010. “Ethnographic Lessons: Researching Incest in Mexican Families,” *Journal of Contemporary Ethnography*, 39(5) 569 –581. (pdf in Canvas)

Fri., Jan.19th REFLECTING ON BEING FEMINIST (or a Being a Feminist Killjoy)

Due: Social reading selection, Review

Ahmed, Sarah. 2017. *Living a Feminist Life*. Duke University Press.
(full book, ebook in Library West)

Fri., Jan. 26th REFLECTING ON FEMINIST RESEARCH AUTHORIZING

Due: Social reading selection, Review

Nagar, Richa, 2015. *Muddying the Waters: Coauthoring Feminisms across Scholarship and Activism*. University of Illinois Press. (1 chapter each, ebook in Library West)

Fri., Feb. 2nd REFLECTING ON FEMINIST RESEARCH READERS (ONLINE)

Due: Review on one reading

Ward, Jane. 2016. “Dyke Methods: A Meditation on Queer Studies and the Gay Men Who Hate It” *WSQ: Women's Studies Quarterly*, Volume 44, Numbers 3 & 4,, Fall/Winter., pp. 68-85. (pdf in Canvas)

Vera-Grey, F. 2017. ‘talk about a cunt with too much idle time’: trolling feminist research,” *Feminist Review*, March 2017, Volume 115, Issue 1, pp 61–78 (pdf in Canvas)

Fri., Feb. 9th FEMINIST PERSPECTIVES ON KNOWLEDGE BUILDING – FEMINIST EMPIRICISM

Due: Review due, if today is your day (each participant reviews either Hundleby, Harding or Gannon & Davies. NOTE These reviews include being co-facilitator of discussion on this day)

Due: 1 page proposal for Final Feminist Research Project

Hundleby, Catherine “Feminist Empiricism” Reading 2 in *Handbook of Feminist Research: Theory and Praxis, Second Edition*. Editor, Sharlene Nagy Hesse-Biber, Thousand Oaks, Sage Publications (on Reserve through Canvas)

Fri., Feb. 16th FEMINIST PERSPECTIVES ON KNOWLEDGE BUILDING – FEMINIST STANDPOINT

Due: Review due, if today is your day (each participant reviews either Hundleby, Harding or Gannon & Davies. NOTE These reviews include being co-facilitator of discussion on this day)

Harding, Sandra “Feminist Standpoints” Reading 3 in *Handbook of Feminist Research: Theory and Praxis, Second Edition*. Editor, Sharlene Nagy Hesse-Biber, Thousand Oaks, Sage Publications (on Reserve through Canvas)

Fri., Feb. 23rd FEMINIST PERSPECTIVES ON KNOWLEDGE BUILDING – FEMINIST POSTMODERN, POST-STRUCTURAL AND CRITICAL THEORIES

Due: Review due, if today is your day (each participant reviews either Hundleby, Harding or Gannon & Davies. NOTE These reviews include being co-facilitator of discussion on this day)

Gannon, Susanne and Bronwyn Davies, “Postmodern, Post-Structural, and Critical Theories” Reading 4 in *Handbook of Feminist Research: Theory and Praxis, Second Edition*. Editor, Sharlene Nagy Hesse-Biber, Thousand Oaks, Sage Publications (on Reserve through Canvas)

Fri., Mar. 2nd FEMINIST RESEARCH ETHICS

Due: Review on reading of your choice (and presentation of it to class colleagues)

Due: Detailed Outline of Final Feminist Research Project paper

Preissle, Judith and Yuri Han, 2014. “Feminist Research Ethics” Reading 28 in *Handbook of Feminist Research: Theory and Praxis, Second Edition*. Editor, Sharlene Nagy Hesse-Biber, Thousand Oaks, Sage Publications (on Reserve through Canvas)

TBA – each seminar participant selects a reading and reviews it for colleagues

Fri., Mar. 9th NO CLASS – SPRING BREAK

Fri., Mar. 16th DOING FEMINIST RESEARCH – FEMINIST INTERVIEWING

Due: Review on one reading

Hesse-Biber, Sharlene “Feminist Approaches to In-Depth Interviewing” (Chapter 7 from *Feminist Research Practice: A Primer*, Los Angeles: Sage Publications. (pdf in Canvas)

Devault, Marjorie L. and Glenda Gross, “Feminist Interviewing, Experience, Talk and Knowledge” Reading 11 in *Handbook of Feminist Research: Theory and Praxis, Second Edition*. Editor, Sharlene Nagy Hesse-Biber, Thousand Oaks, Sage Publications (on Reserve through Canvas)

Fri., Mar. 23rd DOING FEMINIST RESEARCH – CHOICES AND RECONSIDERATIONS

Due: Review on one reading

Ramazanoglu, Caroline and Janet Holland, 2007. Chapter 8: “Choices and Decisions: Doing A Feminist Research Project” Los Angeles: Sage Publications. (pdf in Canvas)

Janet Hinson Shope, 2006. “‘You Can't Cross a River Without Getting Wet' Dilemmas of Cross-Cultural Research,” *Qualitative Inquiry*, Volume 12, 1, 163-184. (pdf in Canvas)

Fri., Mar. 30th READING FEMINIST RESEARCH - EXAMPLES

Due: *Review on reading of your choice (and presentation of it to class colleagues)*

Reading – TBA

Fri., April 6th READING FEMINIST RESEARCH – EXAMPLES

Reading – TBA

Fri., April 13th NO CLASS – FEMINIST COLLABORATION DAY

Due: *Draft of 5 pages of Final Feminist Research Project Paper*

Reading – TBA

Fri., April 20th FINAL FEMINIST RESEARCH PROJECT PAPER PRESENTATIONS

Due: *Feminist Research Project*