

# *Women's Studies 602*

## *Methods of Inquiry in Women's Studies*

Spring 2004  
Thursday, 4:00- 6:40  
Adams Humanities 2132  
Schedule # 36805  
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Dr. Doreen Mattingly  
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(619) 594-8033  
Hours: Mon 11-12  
Wed. 9-10  
Thurs. 2:30-3:30

This course will prepare you to propose, conduct, and evaluate original research in Women's Studies. It will also familiarize you with debates within Women's Studies about epistemology, objectivity, and the politics of knowledge. This course is very "hands-on"; during the semester you will write a proposal, conduct research, and analyze data. Although the class is a lot of work, it will give you skills that can be used for thesis research and in many jobs. Class time will be spent in a variety of ways. I will lecture on some topics, and we will also have lectures by other Women's Studies professors as well as experts from around the university. We will spend some time each week discussing the assigned readings. In addition, we will have several "workshop" sessions where we will work collectively on aspects of the assignments.

**Instructor Policies:** I expect you attend each class on time, with all of the assigned reading completed. Because the class runs long and late, food and drink can be helpful in getting us through with some pleasure. I encourage you to bring food and drinks to share with the class.

**Late Policies:** Assignments are always due at the beginning of class. Late assignments will be docked one letter grade (10%) for each day that they are late (yes Saturday and Sunday count as days). Except in extreme cases (maybe if you are in a coma), I will not be allowing students to take Incompletes in this class. I will not accept the final paper (Research Proposal) late.

## **Assignments and Grading**

**Research Review:** In this paper you will write a critical analysis of the research methodology used in two published academic papers, ideally one feminist and one non-feminist. Worth 20% of the class grade.

**Method Tryout:** This assignment will give you the opportunity to "tryout" one of three methods: Interviewing, Participant Observation, or Archival Research. Ideally this assignment will help you to refine the research methods for your thesis. Due April 29. Worth 20% of the class grade.

### Research Proposal

Throughout the semester you will be writing a research proposal that will ideally serve as your thesis proposal. Several of the readings and assignments will help you to build toward the final proposal. You will turn in three drafts of the proposal, the first on March 11, the second on April 22, and the third and final draft by May 5. The Proposal (all drafts included) will be worth 30% of your final grade in the class.

Thought Papers: These are short paper engaging the assigned weekly readings. You have ten opportunities to write them (noted on syllabus); your seven highest scores will be counted for your final grade. Each of the ten thought papers is worth 3% of your final grade (for a total of 21%). Thought Papers are due by 12 noon on Thursdays mornings. They are to be posted in the Discussion Board section of Blackboard. Instructions for logging on to Blackboard are at the end of this syllabus. Please also email one copy to me at [MATTINGL@mail.sdsu.edu](mailto:MATTINGL@mail.sdsu.edu). Please read some of your classmate's thought papers before coming to class. You are welcome to experiment with format and voice, but please keep in mind that I will be grading them with an eye toward the following:

- Scope: Does the paper demonstrate that you have actually read at least three of the assigned chapters?
- Comprehension: Did you accurately understand the author's analyses and arguments?
- Critical Thought: Have you applied your own critical curiosity and analysis to the paper? Have you analyzed assumptions, questioned arguments, compared perspectives, or otherwise interrogated one or more idea?

### Homework Questions

On weeks 5, 6, and 7 you will be asked to answer specific questions in the assigned readings instead of writing Thought Papers. Each will be worth 3% of your final grade, for a total of 9%.

#### **Grade breakdown**

Research Review	20%
Method Tryout	20%
Thought papers (7 @ 3 points each)	21%
Homework questions (3 @ 3 points each)	9%
<u>Research Proposal</u>	<u>30%</u>
<b>TOTAL</b>	<b>100%</b>

## **Readings**

Locke, Lawrence F., Spirduso, Waneen Wyrick, and Silverman, Stephen J. 2000. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*, (4<sup>th</sup> edition) Sage Publications. (Called *Proposals* below).

Mason, Jennifer. 2002. *Qualitative Researching (2<sup>nd</sup> edition)*. Sage Publications.

Naples, Nancy. 2003 *Feminism and Method: Ethnography, Discourse, and Activist Research*. Routledge (Called *Feminism and Method* below)

*Reader*. Available at KB Books.

# Schedule

## **Week 1, January 15: Introduction**

### **Week 2, January 22: Feminism and Research**

#### ASSIGNED READING:

*Feminism and Method*, Chs. (1), 2 and 3  
Code, "How Do We Know" *Handout*

ASSIGNMENTS: Thought paper

### **Week 3, January 29: Standpoints and Epistemologies**

#### ASSIGNED READING:

*Feminism and Method*, Chs. 4 and 5  
Villenas, "This Ethnography Called My Back," in *Reader*

#### ASSIGNMENTS:

Thought paper

### **Week 4, February 5: Objectivity and Truth**

#### ASSIGNED READING:

Hubbard, "Science, Facts, and Feminism" in *Reader*  
McLafferty, "Counting for Women," in *Reader*  
Burns, "Structured Interview and Questionnaire Surveys" in *Reader*

#### ASSIGNMENTS:

Thought paper  
Research Review due

### **Week 5, February 12: Designing Research Projects 1**

#### ASSIGNED READING:

*Qualitative Researching*, Ch. 1  
Straus and Corbin, "Grounded Theory Methodology," in *Reader*  
Burawoy, "The Extended Case Study Method," in *Reader*

#### ASSIGNMENTS:

Answer questions in *Qualitative Researching Ch 1*

### **Week 6, February 19: Designing Research Projects 2**

#### ASSIGNED READING:

*Qualitative Researching*, Ch. 2 and 3  
*Proposals*, Chs. 1 and 2

#### ASSIGNMENTS:

Answer questions in *Qualitative Researching Chs. 2 and 3*

### **Week 7, February 26: Research Proposals**

#### ASSIGNED READING:

*Proposals*, Chs. 3, 4 and 5

#### ASSIGNMENTS:

Answer question 1-13 in *Proposals* pp. 102-105 for your proposed research

**Week 8, March 4: Activism and Research**

ASSIGNED READING:

Fine, "Passions, Politics, and Power," in *Reader*

*Feminism and Method*, Chs. 9 and 10

Reinharz, "Action Research" in *Reader*

ASSIGNMENTS:

Thought paper

**Week 9, March 11: Institutional Analysis**

ASSIGNED READING:

*Feminism and Method*, Ch. 6 and 7

ASSIGNMENTS:

Thought paper

First draft of Proposal due

**Week 10, March 25: Participant Observation**

ASSIGNED READING:

*Qualitative Researching* Ch. 5

Wolf, "Situating Feminist Dilemmas in Fieldwork" in *Reader*

Stacey, "Can there be a Feminist Ethnography?" in *Reader*

ASSIGNMENTS:

Thought paper

**Week 11, April 1: Interviewing**

ASSIGNED READING:

*Qualitative Researching*, Ch. 4

Vaz, "Social Conformity and Social Resistance," in *Reader*

Minister, "A Feminist Frame for the Oral History Interview" in *Reader*

Espin, "Collecting Immigrant Women's Life Narratives," in *Reader*

ASSIGNMENTS:

Thought paper

**Week 12, April 8: Writing about Interviews**

ASSIGNED READING:

*Qualitative Researching* Chapters 8 and 9

Mauthner and Doucet, "Reflections on a Voice-Centered..." in *Reader*

Standing, "Writing the Voices of the Less Powerful" in *Reader*

ASSIGNMENTS

Thought paper

**Week 13, April 15 Archives**

READING:

*Qualitative Researching* Ch. 6

Other readings TBA

ASSIGNMENTS:

Thought paper

**Week 14, April 22 Writing the Proposal**

READING:

*Proposals*, Chapter 6, 8 10 and Specimen Proposal 2

ASSIGNMENTS

Thought paper

2<sup>nd</sup> draft of Proposal Due

**Week 15, April 29 Finishing the Proposal**

READING: TBA

ASSIGNMENTS

Method tryout due

**Finals Week – Final draft of proposal due on Wednesday, May 5**

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### Articles in Reader

- Burawoy, Michael. 1991. "The Extended Case Study Method." In Michael Burawoy, ed. *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. Berkeley: University of California Press (271-287).
- Burns, Robert. 2000. Structured Interview and Questionnaire Surveys, pp. 566-593 (Chapter 30) in *Introduction to Research Methods*. Thousand Oaks: Sage.
- Espin, Oliva. 1999. "Collecting Immigrant Women's Life Narratives," pp.37-54 in *Women Crossing Boundaries*. New York: Routledge.
- Fine, Michelle. 1992. "Passions, Politics, and Power: Feminist Research Possibilities." *Disruptive Voices: The Possibilities of Feminist Research*. Ann Arbor: University of Michigan (205-231).
- Hubbard, Ruth. 1989. "Science, Facts, and Feminism," pp. 119-131 in *Feminism and Science*, ed. Nancy Tuana, Bloomington: University of Indiana Press.
- Mauthner, Natasha and Doucet, Andrea. 1998. Reflections on a Voice-centered Relational Method: Analyzing Maternal and Domestic Voices, pp. 119-146 in *Feminist Dilemmas in Qualitative Research*, eds. Jane Ribbens and Rosalind Edwards. Thousand Oaks: Sage.
- McLafferty, Sara L. 1995. Counting for Women. *The Professional Geographer* 47(4): 436-441.
- Minister, Kristina. 1991. "A Feminist Frame for the Oral History Interview." In *Women's Words: The Feminist Practice of Oral History*, eds. Sherna Berger Gluck and Daphne Patai. New York: Routledge. (pp, 27-41).
- Reinharz, Shulamit. 1992. "Feminist Action Research." In *Feminist Methods in Social Research*. New York: Oxford (Chapter 10, pp. 175-196).
- Stacey, Judith. 1988. "Can There Be A Feminist Ethnography?" *Women's Studies International Forum* 11(1): 21-27.
- Standing, Kay. 1998. "Writing the Voices of the Less Powerful: Research on Lone Mothers." In Jane Ribbens and Rosalind Edwards, eds. *Feminist Dilemmas in Qualitative Research*. London: Sage (pp. 187-201).

- Strauss, Anselm and Juliet Corbin. 1994. "Grounded Theory Methodology." In Norman K. Denzin and Yvonna S. Lincoln, eds. *Handbook of Qualitative Research*. Thousand Oaks: Sage (pp. 273-285).
- Villenas, Sofia. 2000. This Ethnography Called My Back: Writings of the Exotic Gaze, "Othering" Latina and Recuperating Xicanisma." In Elizabeth A. St. Pierre and Wanda S. Pillow. Eds. *Working the Ruins: Feminist Poststructural Theory and Methods in Education*. New York: Routledge (74-95).
- Vaz, Kim Marie. "Social Conformity and Social Resistance: Women's Perspectives on 'Women's Place'" In Kim Marie Vaz, ed. *Oral Narrative Research with Black Women*. Thousand Oaks: Sage. 223-249
- Wolf, Diane L. "Situating Feminist Dilemmas in Fieldwork." In Diane Wolf, ed. *Feminist Dilemmas in Fieldwork*. Boulder: Westview Press (1-55).

### New to Blackboard?

If this is your first time using Blackboard, go to the Blackboard login page at <http://blackboard.sdsu.edu> and enter your username and password. Your username and password are the same ones you use for GradeLine and WebLine. If you have questions about this information visit the SDSU e-Services page at <http://www.sdsu.edu/e-services>.

Once you log in, you will be taken to the My SDSU page. From here you can enter your Blackboard courses, send email and check grades. For more information on using Blackboard, check out the *Moving Around Blackboard* and *Frequently Asked Questions* links on the left side of this page.

### Returning Blackboard User?

The Blackboard username and password that you used in previous semesters at SDSU are no longer valid. New accounts have been created for all SDSU students and faculty. Your new username and password are the same ones you use for GradeLine and WebLine. If you have questions about this information visit the SDSU e-Services page at <http://www.sdsu.edu/e-services>.

### Finding Your Courses

When you login to Blackboard you will automatically be taken to the My SDSU page. Your Blackboard courses will be listed under the My Courses box. Clicking on the name of the course will take you to the course site. Not all of your courses may be listed in the My Courses box. It takes up to 24 hours from the time your enrollment is official for the Blackboard database to be updated. Also, not every instructor on campus is using Blackboard with their course. Only those courses where instructors choose to use Blackboard will be listed in the My Courses box.

### More Information

If you have additional questions regarding Blackboard, please contact the Help Desk at Student Computing Services.

Phone: (619) 594-3189

Email: [scc@rohan.sdsu.edu](mailto:scc@rohan.sdsu.edu) (use email if you have a question that doesn't need an immediate response)

Web Site: <http://www-rohan.sdsu.edu/~scc>