

University of Northern British Columbia
WMST 409 and 609: ADVANCED FEMINIST METHODOLOGIES
September 2014

Instructor: Anna Casas Aguilar, PhD
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Time: Fridays, 8:30- 11:30

Classroom location: 8-161

Office Hours: Tuesday 12:00 to 1:00 pm or by appointment

COURSE DESCRIPTION: The goal of this course is to introduce students to current debates in feminist methodology and to develop appropriate research strategies for an independent research project.

OBJECTIVES:

- clearly and concisely ask feminist research questions
- propose a structured and organized research project
- define and communicate one's intentions, purposes, expectations and aspirations to colleagues

Required Reading:

1. Tuhiwai Smith, Linda. *Decolonizing Methodologies. Research and Indigenous Peoples*. London/New York: Zed Books, 1999. Another edition is also fine.
2. Articles that students can download from Backboard. You will rely on these articles in several assignments. I recommend you take notes while you read.

Students are required to be up-to-date with the course materials and consult with their if they are absent from a class.

609 students (rather than 409 students) will read and present to the class several additional scholarly texts. Although 409 students are not obliged to read the articles assigned to 609 students, they are welcome to use them for the class or their assignments.

▪ **GRADING:**

- Response Paper 10% -- OCT 17
- Intellectual Biographical Sketch 25% -- OCT 24
- Oral Presentation on Collection of Articles 10 % -- to be set in first week of class
- Oral Presentation on Research Project 10% -- to be set in first week of class
- Final paper on the Research Project 25% -- NOV 28

- Active participation in class 20% --on-going

Response Paper

On **October 17** you will need to hand-in a response paper based on the readings and discussion of Professor Grace Delgado's workshop, that will take place on October 10. The response paper consists of a well-thought text that contains a brief thesis and presents a personal reaction and impression to the readings and the discussion. The response paper should be **2-3 pages long (double spaced)**.

Intellectual Biographical Sketch

You will research and write about how your subjectivity, identity and experiences shape your position as a student, researcher, scholar and/or activist in a university setting. The intellectual biographical sketch must be 5-7 pages (double spaced) in length and is due on October 24. You will need to rely on the readings assigned in the course and merge these readings with your own narrative. If you desire, instead of an individual autoethnography, you can write a collaborative ethnography with one or two colleagues in the class. In this case, students submit only one, co-authored paper.

Oral Presentation on Collection of Articles

You will prepare a 15 to 20 minutes class presentation that offers a critical summary and an original reading of the collection of articles assigned for that week's class. This presentation should initiate the class discussion on the assigned readings. In addition to summarizing the readings, you need to link them to other readings discussed in previous classes, to your own experiences, academic interests, research, and to the ongoing discussions in our group. All students are expected to read and be prepared to discuss the assigned readings.

Oral Presentation on Research Project

Early in the course you will decide on a topic of your own research and start preparing for this research project. In class, you will do an oral presentation that explains the limits of your project, describes your research plans and preliminary outcome of this project in order to share it with your colleagues (as if you were at an academic conference). You can rely on the readings done in class, and on extra-readings that you find relevant to your research. Undergrads will prepare a one-page point form outline for distribution, as well as an annotated bibliography. Masters students will prepare a two-page point form outline for distribution, as well as an annotated bibliography.

The presentation will be graded according to the following criteria: originality and depth of research project and presentation, clarity of delivery, coherence, organization, critical approach, implementation of feminist research methodology.

Final Paper on the Research Project

You will prepare a 6-8 page (undergraduate students) or 10-12 page (Master students) final paper that identifies your research question, provides a literature review, and explains the methodological approach chosen, as well as the outcomes of the project. This final paper will be graded according to the following criteria: writing style (accuracy and clarity of expression), research content, critical engagement, organization, use of secondary bibliography and accuracy of research methodologies.

If instead of a traditional paper you are interested in developing another kind of project (poster, art work), alone or in a small group, do not hesitate to contact me to discuss this possibility. This final assignment is due on Friday, November 28. Final papers/projects will not be accepted after this date without medical documentation that justifies the delay in submission.

Active Participation

Students are expected to attend classes on a regular basis. Nonetheless, class attendance and class participation are not the same thing. Active participation in all classes is necessary in order to receive a good participation grade. Active participation is also expected when guest speakers come and when your peers present about their research.

Note that all rules and protocols outlined in the university's calendar and in the social work code of ethics set expectations and perimeters of respect, kindness, professionalism, attendance, etc. within this classroom context.

Late Assignments

Late assignments will not be accepted without medical documentation that justifies the delay in submission.

Course Outline

Week 1. Friday, September 5 – Course presentation, interests and motivations. What does feminist research mean to you and your community? Overview of core concepts/values/praxis in feminist research. We will assign presentation dates and talk about first two assignments.

Week 2. Friday, September 12 – Autobiographical Sketches and Intersectionality. Narratives on Nation, Race, Religion, Language and the Body

Readings for 409 and 609: Alsultany, Evelyn. "Los Intersticios: Recasting Moving Selves." *This Bridge We Call Home: Radical Visions for Transformation*. 106-110.

Chang, Heewon. "Chapter 2: Self Narratives" and "Benefits and Pitfalls." *Autoethnography as a Method*. 31-41 and 51-57.

D'Auost, Vicky. "Which Map is not whose Territory." *Pushing the Limits: Disabled Dykes Produce Culture*. 154-163.

Demas, Doreen. "The Triple Jeopardy. Native Women with Disabilities." *Canadian Woman Studies/Les Cahiers de la Femme* 13. 4 (1993) : 53-55.

Makuchi Nfah-Abbenyi, Juliana. "Bridging North and South. Notes Towards True Dialogue and Transformation." In *Canadian Woman Studies: An Introductory Reader*. 18-24.

Muaddi Darraj, Susan. "Its Not an Oxymoron. The Search for an Arab Feminism." *Colonize This! Young women of color on today's feminism*. 295-311.

Yuen Quan, Kit. "The Girl Who Wouldn't Sign" in *Making Face, Making Soul. Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*. 213-220.

Readings for 609: Ahmed, Sara. "Multiculturalism and the Promise of Happiness." (2007-2008). *Feminist Theory Reader. Local and Global Perspectives*. 517-532.

Presentation on readings by _____

Week 3. Friday, September 19 – Autobiographical Sketches and Intersectionality. Women in Academia

Readings for 409 and 609: Bannerji, Himani. "But Who Speaks for Us? Experience and Agency in Conventional Feminist Paradigms." *Thinking Through. Essays on Feminism, Marxism and Anti-Racism*. 67-75.

Bhandari, Aparita. "Untitled" *The Madwoman in the Academy. 43 Women Boldly Take on the Ivory Tower*. 100-104.

Gotell, Lise and Barbara Crow. "Antifeminism and the Classroom." *Women's Studies for the Future. Foundations, Interrogations, Politics*. 287-301.

hooks, bell. "Black and Female: Reflections on Graduate School." *Talking Back: Thinking Feminist, Thinking Black*. 55- 61.

Mathur, Salon. "bell hooks called me a "Woman of Colour"." *The Other Woman. Women of Colour in Contemporary Canadian Literature*. 271-291.

Monture, Patricia A. "Ka-nin-Geh-Heh-Gah-E-Sa-Nonh-Yah-Gah" in *Breaking Anonymity. The Chilly Climate for Women Faculty*. 265-277.

Overall, Christine. "The Phenomenology of a Working-Class Academic." *A Feminist I: Reflections from Academia*. 111-216.

Williams, Charmaine C. "The Angry Black Woman Scholar." *National Women's Studies Association Journal*. 13. 2 (2001) : 87-97.

Readings for 609: Caplan, Paula. "The Maleness of the Environment." *Lifting a Ton of Feathers: A Woman's Guide For Surviving in the Academic World*. 186-219.

Connell, Raewyn. "The Social Organization of Masculinity" (2005). *Feminist Theory Reader. Local and Global Perspectives*. 252-263.

Ruth, Sheila. "Methodocracy, Misogyny and Bad Faith: The Response of Philosophy." *Men's Studies Modified: The Impact of Feminism in the Academic Disciplines*. 43-53.

Presentation on readings by _____

Week 4. Friday, September 26 – Feminist Theories on Race, Ethnicity and Citizenship

Readings for 409 and 609: Arisaka, Yoko. "Asian Women: Invisibility, Locations, and Claims to Philosophy." *Women of Color in Philosophy*. 209-227.

Dua, Enakshi. "Introduction." *Canadian Anti-Racist Feminist Thought: Scratching the Surface of Racism*. 7-26.

hooks, bell. "The Oppositional Gaze: Black Female Spectators." *Black Looks: Race and Representation*. 115-131.

Hurtado, Aída and Abigail J. Stewart. "Through the Looking Glass: Implications of Studying Whiteness for Feminist Methods." *Off White: Readings on Race, Power and Society*. 297-309.

Razack, Sherene. "Introduction" *Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms*. 3-16.

Talpade Mohanty, Chandra. "Under Western Eyes" Revised: Feminist Solidarity Through Anticapitalist Struggles." (2003) in *Feminist Theory Reader. Local and Global Perspectives*. 536-551.

Williams, Brackette F. "Introduction: Mannish Women and Gender After the Act." *Women Out of Place. The Gender of Agency and the Race of Nationality*. 1-11 and 19-25.

Yuval-Davis, Nira. "Gender and Nation" from *Space, Gender, Knowledge: Feminist Readings*. 403-407.

Readings for 609: Dhuvarajan, Vanaja and Jill Vickers "Introduction." *Gender, Race and Nation: A Global Perspective*. 3-15.

Smith, Barbara. "Racism and Women's Studies." *Making Face, Making Soul. Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*. 25-28.

Talpade Mohanty, Chandra. "Introduction: Cartographies of Struggle Third World Women and the Politics of Feminism." *Third World Women and the Politics of Feminism*. 10-21 and 31- 41.

Presentation on readings by _____

Week 5. Friday, October 3 –Theories on Feminism and the Body, Disabilities, and Gender

Readings for 409 and 609: Begun, Nasa. “Disabled Women and the Feminist Agenda”. *Feminist Review* 40 (1992): 70-82.

Davis, Lennard J. “The End of Normal” *The End of Normal. Identity in a Biocultural Era.* 1-14.

Garland-Thomson, Rosemarie. “Integrating Disability, Transforming Feminist Theory.” *Feminist Disability Studies.* 13-47.

Grosz, Elizabeth. “Inscriptions and Body Maps: Representations and the Corporeal” 236-247.

Herndon, April. “Disparate but Disabled: Fat Embodiment and Disability Studies.” *Feminist Disability Studies.* 245-262.

Readings for 609: Garland Thomson, Rosemarie. “Feminist Theory, the Body, and the Disabled Figure.” *The Disability Studies Reader.* 279-291.

Littman, Victoria. “Navigating Through Dyslexia and Sexual Abuse: Reversing Abusive Power Relations and Narrative Structures.” *Canadian Woman Studies/Les Cahiers de la Femme.* 13.4 (1993): 42-46.

Odell, Tracy “Disability and Relationships.” *Canadian Woman Studies/Les Cahiers de la Femme.* 13. 4 (1993): 56-58.

Presentation on readings by _____

Week 6. Friday, October 10

**Bordering Bodies:
Sexual and Gender Policing in the Making of North American Nations**

Workshop by Professor Grace Peña Delgado
(University of California, Santa Cruz)
Class begins at 9:15

Week 7. Friday, October 17 – Feminist Research Methodologies: Theories and Practices

Readings for 409 and 609: Alcoff, Linda. “The problem of Speaking for Others.” *Just Methods.* 484-495.

Eichler, Magrit. “The Relationship between Sexist, Non-Sexist, Woman-centred and Feminist Research in the Social Sciences.” *Women and Men: Interdisciplinary Readings on Gender.*

Eichler, Margrit. "Feminist Methodology." *Feminism in the 1990s*. 19-28.

Jaggar, Alison M. "Introduction: The Project of Feminist Methodology," "Democratizing Research" and "Feminist Ethics in Research." *Just Methods*. vii- xiii, 414- 417 and 457- 458.

Kirbi, Sandra and Katie McKenna. "Glossary of Terms." *Experience Research and Social Change. Methods from the Margins*. 31-35.

Readings for 609: Thiele, Beverly. "Vanishing Acts in Social and Political Thought: Tricks of the Trace." Ed. Carole Pateman. *Feminist Challenges: Social and Political Theory*. 30-43.

Presentation on readings by _____

Response Paper on Grace Delgado's Workshop Due

Week 8. Friday, October 24 – Feminist and Gender Research Methodologies, Theories and Practices

Readings for 409 and 609: Denzin, Norman K. And Yvonna Lincoln "Introduction." (fragment) *Strategies of Qualitative Inquiry*. 13-18.

Epstein Jayartne, Toby and Abigail J. Stewart. "Quantitative and Qualitative Methods in the Social Sciences: Current Feminist Issues and Practical Strategies." *Just Methods*. 44-57.

Islam, Naheed. "Research as an Act of Betrayal: Researching Race in an Asian Community in Los Angeles." *Just Methods*. 471-484.

Miller, William. "Clinical Research." *Strategies of Qualitative Inquiry*. 397-434

Terry, Jennifer "Lesbians under the Medical Gaze." *Just Methods*. 108-118.

Readings for 609: Enke, Finn A. "The Education of Little Cis." *Transfeminist Perspectives in and beyond Transgender and Gender Studies*. 60-77.

Fausto-Sterling, Anne. "Of Spirals and Layers" and "Thinking about Homosexuality." *Sex/Gender. Biology in a Social World*. 3-11 and 70-98. 18.

Presentation on readings by _____

Autobiographical Sketch Due

Week 9. Friday, October 31 – **Decolonizing Methodologies (I)**

Readings for 409 and 609: Tuhiwai Smith, Linda. “Introduction” “Imperialism, History, Writing and Theory” and “Research through Imperial Eyes.” *Decolonizing Methodologies. Research and Indigenous Peoples.* 1-58.

Readings for 609: Córdova, Teresa. “Power and Knowledge: Colonialism in the Academy.” Ed. Carla Trujillo. *Living Chicana Theory.* Third Women Press: Berkeley, 1998. 17-45.

Presentation on readings by _____

Research Presentations by _____

Week 10. Friday, November 7 – **Decolonizing Methodologies (II)**

Readings for 409 and 609: Tuhiwai Smith, Linda. “Colonizing Knowledges,” “Research Adventures on Indigenous Lands” and “Notes from Down Under.” *Decolonizing Methodologies. Research and Indigenous Peoples.* London/New York: Zed Books, 1999. 58- 103.

Readings for 609: Gunn Allen, Paula. “Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale.” *Just Methods.* 21-33.

Tuhiwai Smith, Linda. “The Indigenous People’s Project” and “Articulating and Indigenous Research Agenda.” *Decolonizing Methodologies. Research and Indigenous Peoples.* 107-137

Presentation on readings by _____

Research Presentations by _____

Week 11. Friday, November 14 – **Decolonizing Methodologies (III)**

Readings for 409 and 609: Tuhiwai Smith, Linda. “Twenty-Five Indigenous Projects,” “Responding to the Imperatives of an Indigenous Agenda” and “Towards Developing Indigenous Methodologies.” *Decolonizing Methodologies. Research and Indigenous Peoples.* 142-195.

Readings for 609: Jaimes, Annette and Theresa Halsey. “American Indian Women: At the Center of Indigenous Resistance in Contemporary North America.” (fragment) *Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives.* 317-329.

Tuhiwai Smith, Linda. “Conclusion: A Personal Journey.” *Decolonizing Methodologies. Research and Indigenous Peoples.* 196-199.

Presentation of readings by _____

Research Presentations by _____

Week 12. Friday, November 21 – **Research Presentations**

Research Presentations by _____

Week 13. Friday, November 28 – **Students hand-in research projects.** Final remarks.