

Feminist Social Research Methods: Engaging Social Change (GWS 312)

Spring 2016

Day and Time: Tuesdays and Thursdays 11:50 am-1:05 pm

Classroom: New London Hall 400

Professor: Ariella Rotramel, PhD

E-mail: ariella.rotramel@conncoll.edu

Office Location: Third floor, Department of Gender and Women's Studies, 740 Williams Street.

Office Hours: Wednesdays 3-4pm (use <https://goo.gl/8y3c5P>) & by appointment (e-mail to schedule)

Course Overview

This course provides an in-depth exploration of interdisciplinary approaches to feminist research in theory and practice. As our department is conducting a senior faculty search this year, our class is fortunate to have the opportunity to learn from the final candidates about their work in our class at the beginning of the semester. Their visits set the stage for our examination of how research can uncover, document, synthesize and become part of the pursuit of social change. We will move back and forth between considering feminist research practices broadly to using a range of research techniques in our own setting at Connecticut College and New London.

*** Please note that this is a live syllabus updated throughout the semester and must be reviewed regularly.**

Learning Goals

This course fulfills components of the Gender and Women's Studies departmental learning goals. Students in this course will learn to:

- Know how other forces of identity and power such as race, sexuality, class, religion and nationality intersect and interact with gender;
- Understand the concept of "social location," including one's own;
- Appreciate the power of individual and collective agency;
- Utilize feminist methodologies and approaches in order to frame original research and organizing;
- Work on writing skills that bring clarity of expression and coherence of argument;
- Refine skills of information literacy and research, both library and web-based, and how to use digital technologies;
- Achieve oral proficiency to speak confidently, intelligently, clearly and constructively;
- Gain and refine critical reading skills, from the ability to identify an argument or thesis; to following its development through an essay or book; to engaging and critiquing it; to entering into scholarly and intellectual conversations about the key issues and debates in the field.

Grading

You will receive your final grade based on your performance in class and assignments. The grading scale for this course is: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = 69-60; F= 59 and below.

	Participation & Attendance	Research Journal	Community Voices Project	NLHHC Project	Feminist Research Roundtable
Due	n/a	ongoing	Jan. 27-Feb. 25	Mar. 1-Apr. 24	May 16, 9-11am
Grade	15%	15%	15%	30%	20%

Course Assignments

Participation and Attendance 15%

You are required to come to class on time. Lateness and unexcused absences will count negatively towards your grade. *4 unexcused absences will result in the lowering of your grade by one full letter. 5 or more unexcused absences will result in a failing course grade.*

Sustained, astute, and critically engaged class participation is crucial for a successful and productive classroom atmosphere. Class discussion will stay closely aligned with the course readings, thus you must come to class having done all assigned reading to be able to effectively participate. You are required to respectfully engage all members of the classroom and talk only in your turn. Interruptions and hostile remarks will not be tolerated. Failure to consistently be prepared or engaged in class and in course projects will be a major negative factor in the calculation of your participation grade.

Feminist Research Journal 15%

You will keep a journal (either paper or online as a shared Google document in your student work folder) throughout the semester. You will add entries to the journal a minimum of three times a week and bring it to every class. Entries should include key questions and ideas about connections/challenges/context from course readings, projects and broader scope of your daily life as you consider themes related to feminist research and practice. Your journal will be a resource for in-class activities and will be evaluated at intervals during the semester in one-on-one meetings with Professor Rotramel.

Community Voice: A Field Guide Visualizing our CC Community Project 20%

This initial collaborative project is with the Design: Public Practice course. Together, you will identify key questions that you want to ask, research, and represent about our Connecticut College community. This project emphasizes bringing your skills as GWS researchers into conversation with Art design students to work as a team in the pursuit of knowledge about ourselves. Important elements may include working in our College archives and interviewing people across campus about their groups.

New London Homeless Hospitality Center Project 30%

This collaborative research project is with New London Homeless Hospitality Center, Community Health Center, Design: Public Practice and the PICA Gateway course. We will work together to develop resource materials (such as paper and online maps) for guests and service providers regarding New London services. In advance of the Walk to End Homelessness, we will help develop the walk route and identify the rally points. This project will develop in consultation with partner staff, guests and collaborating classes. Specific components and off-campus trips will be identified and shared as they evolve.

Feminist Research Roundtable 20%

	Annotated Bibliography	Outline	Roundtable
Due	May 3	May 10	Monday, May 16, 9-11am
Grade %	50	20	30

Drawing upon our work on campus and with NLHHC, you develop a research question to explore further. Your research is developed via an annotated bibliography and outline that delineates key themes. On May 16th, you share your work with our class and the Design class as part of a roundtable panel. Your panel’s members identify in advance shared themes and concerns to help facilitate your dialogue as you reflect upon your work. Further information about this assignment during the semester.

Course Texts

- Hawkesworth, Mary. *Feminist Inquiry*. New Brunswick, NJ: Rutgers University Press, 2006.
 - Hurtado, Aída. *The Color of Privilege*. Ann Arbor: University of Michigan, 1997.
 - Nagy Hesse-Biber and Leavy, eds. *Feminist Research Practice*. 2nd ed. Washington, DC: Sage Pub., 2014.
- The course books are available at our campus bookstore for sale and on reserve at our library for your use. All other sources for our course are available via our course Google drive folder, listed by author name(s) and title.*

Course Schedule

Week 1

Introduction, Community Voices, and Feminist Research

Tuesday, January 26

Introduction - Visit ART 310 in Hood Lab (Cumming 309a) at 12:45pm

Thursday, January 28

Guest GWS Scholar Class II- Is there a feminist methodology?

- See the [teaching note](#) for information regarding preparing for this session and resources.
- [Harding, "Introduction: Is There a Feminist Method?" 1-14.](#)
- [Pillow & Mayo, "Feminist Ethnography/Histories, Challenges, and Possibilities," 187-204.](#)
- [Lorde, "When will the ignorance end?"](#)

Week 2

Feminist Scholarship and Campus Research

Tuesday, February 2

Guest GWS Scholar Class II - Knowledge

- [Griffin, "That the Mothers May Soar and the Daughters May Know Their Names..." 483-507.](#)
- [Jemielniak, "Wikipedia in Short: Numbers, Rules, and Editors," 10-28.](#)

Wednesday, February 3

12:00-1:00pm Optional Lunch Meeting at Harris

Thursday, February 4

Campus Research Meeting in Hood Lab (Cummings 309a)

- Reading TBD
 - Research questions, initial content, and images discussion

Week 3

Situating Feminist Research and Engagement

Tuesday, February 9

Guest GWS Scholar Class III - Social Location & Situated Knowledges

- See the [teaching note](#) for information regarding preparing for this session and resources.
- [Mohanty and Martin, "What's Home Got to Do With It?" 85-105.](#)
- [Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege..." 575-599.](#)

Thursday, February 11

Feminist Research, Community and Action

- Feminist Inquiry*, "Introduction," 1-14.
- Feminist Research Practice*, "A Re-invitation to Feminist Research," 1-13.
- Feminist Research Practice*, "Feminist Practice of Action and Community Research," 145-181.
 - Majority of research content collected and shared

Visit ART 310 in Hood Lab (Cumming 309a) at 12:45pm

Week 4

Deepening Campus Research

Tuesday, February 16

Ethics and Media Research

Meet in Palmer Room (Lear Center, Library) w/ Becky Parmer

- Feminist Research Practice*, "Ethics and Feminist Research," 73-106.
- Feminist Research Practice*, "Feminist Media Research," 264-295.

Thursday, February 18

- All research content finalized and shared with ART students

Week 5

Tuesday, February 23

***Knowledge Economies of Gender* - [Tonya Haines](#) Visit from UWI**

- E-mail Professor Rotramel to schedule one-on-one meeting to review journal and class progress
- READING TBD

Thursday, February 25

Community Voices Project Critique

Meet in Cummings 309

Week 6 *Project 2 - NLHHC Collaboration*

Tuesday, March 1 **Design and Homelessness**

Meeting at NLHHC - To be confirmed

- [Wu and Yong, "5 Things to Keep in Mind When Designing for Social Impact."](#)
- [Thorpe, "Defining Design as Activism."](#)
- [Brownlee, "Can Good Graphic Design Help the Homeless?"](#)
- [Homelessfonts.org](#)
- Review <http://www.nlhhc.org/about/mission/> (links) and [NLHHC materials](#).

Thursday, March 3 **Meet in Cummings 309**

- Feminist Research Practice*, "The Practice of Feminist Focus Groups," 233-263.
- Feminist Research Practice*, "Feminist Survey Research," 296-329.

Week 7 *Project Development and Group Goals*

Tuesday, March 8 **Feminist Interviewing and Ethnography**

- Feminist Research Practice*, "What is Feminist Ethnography?" 107-144.
- Feminist Research Practice*, "Feminist Approaches to In-Depth Interviewing," 182-232.

Thursday, March 10 **Student Project Concept Dialogue** **Meet in Cummings 309**

- **Project Concept Draft for Sharing**
- Feminist Research Practice*, "Feminist Approaches to Mixed Methods Research," 363-388.
- Feminist Research Practice*, "Conclusion: Putting Together Your Research Project," 389-413.

March 12-27 Spring Break

Week 8 *Contextualizing and Studying Homelessness*

Tuesday, March 29 **Resource Research Discussion w/ Ashley**

- E-mail Professor Rotramel to schedule one-on-one meeting to review journal and class progress
- [Young, "The Five Faces of Oppression..." 39-65.](#)
- [Palmer, "Community, Conflict and Ways of Knowing," 1-8.](#)

Thursday, March 31 **NLHHC Site Visit**

- [SONG, "Being an Ally/Being in Solidarity," 1-3.](#)
- [Long, "Navigating Homelessness and Navigating Abuse," 1019-1035.](#)
- [Bunds, Newman and Giardina, "The Spectacle of Disposability: Bumfights..." 272-286.](#)

Week 9 *Complicating Conceptualizations of Gender and Knowledge*

Tuesday, April 5 **Project Check In** **Meet in Cummings 309**

- Feminist Inquiry*, "Gender as an Analytic Category," 145-175.

Thursday, April 7 **Standpoint Theory as a Research Frame**

- Feminist Research Practice*, "Feminist Empiricism and Standpoint Theory," 14-41.
- Feminist Inquiry*, "Feminist Standpoint Theory as Analytical Tool," 176-206.

Week 10 *Intersections and Continuing NLHHC Project*

Tuesday, April 12

- Feminist Inquiry*, "Intersectionality," 207-248.

Thursday, April 14 **NLHHC Site Visit**

- READING TBD

Week 11 *Final Preparations for the Annual Walk To End Homelessness*
Tuesday, April 19 **GROUP CRITIQUE** **Meet in Cummings 309**

Thursday, April 21 **FINALIZE MATERIALS FOR WALK** **Meet in Cummings 309**

Sunday, April 24 **Walk to End Homelessness - Mandatory Class Event**

Week 12 *The Color of Privilege I - Intersectional Readings of Movement*

Tuesday, April 26

- The Color of Privilege*, "Preface," vii-xii.
- The Color of Privilege*, "Acknowledgments," xiii.
- The Color of Privilege*, "Relating to Privilege and Political Mobilization...", 1-44.

Thursday, April 28

- Bring to class an artistic work (e.g. poetry, theater, film, etc.) in response to the reading.
- The Color of Privilege*, "The Poetics of Resistance," 45-90.

Week 13 *The Color of Privilege II - Intersectional Theorizing of Power and Oppression*

Tuesday, May 3 **Final Project Discussion** **Meet in Cummings 309**

- Project drafts due
- E-mail Professor Rotramel to schedule one-on-one meeting to review journal and class progress

Thursday, May 5

- The Color of Privilege*, "An Invitation to Power," 91-122.

Week 14 *Beyond the Semester - Feminist Research Now and in Our Communities*

Tuesday, May 10

- The Color of Privilege*, "On a Reflexive Feminist Theory of Gender Subordination," 123-160.

Thursday, May 12 **Contemporary Feminist Research**

- [Mitra-Kahn and Salmi, "Introduction: 'New Directions in Feminist Studies,'" 1-3.](#)
- [Select an essay to read from JIWS special issue 16.1.](#)

Monday, May 16 **9-11am ART/GWS Roundtable/Critique Individual Presentations**

Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

Title IX Confidentiality/Mandated Reporter Statement

As a faculty member, I am deeply invested in the well being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of

gender-based discrimination. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Darcie Folsom, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Darcie can also help you access other resources on campus and in the local community. You can reach Darcie at 860-439-2219 or darcie.folsom@conncoll.edu, and her office is in Cro 222. The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the [Student Handbook](#), that includes relevant policies, definitions, procedures and resources.

Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

Evaluation	Individual and group counseling	Crisis intervention services	Psycho-educational forums
Outreach and consultation to the College community			
Psychopharmacological evaluation and medication management			
Referral to off-campus clinicians for specialized and/or intensive treatment			

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.

Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at ashley.hanson@conncoll.edu and her campus phone is x2653.

Office of Student Accessibility Services

If you have a physical, mental or learning disability, either hidden or visible, which may require classroom, test taking, or other reasonable modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Office of Student Accessibility Services. You can do so by going to the Office of Student Accessibility Services, which is located in the Academic Resource Center (ARC) on the second floor of Shain Library in Room 236, or by contacting the Office at 860-439-5240 or 860-439-5428, or by email to sas@conncoll.edu.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located on the second floor of the Shain Library. Please visit us or call 860-439-5294 for more information or to schedule an appointment.

Roth Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work *before* you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.