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Course description: This advanced undergraduate course will familiarize students with feminist perspectives on social science research methods. Feminist research is unique and important because it entails challenging dominant perspectives by asking critical questions about gender, sexuality, race, and other key factors that contour life experiences. We will learn how feminist scholars challenge dominant epistemologies and methodologies by developing their own methodologies and research practice. This course will not only teach students how feminists conduct research, but will also ask students to perform their own independent research informed by key concepts in theories from the field of women’s studies.

Course Learning Objectives: At the end of the semester, students who have successfully completed this course should:

• Be familiar with how feminist epistemologies inform research design and practice.
• Be familiar with the various methods used to perform feminist research.
• Demonstrate an ability to formulate research questions.
• Demonstrate basic competency in several research methods.
• Demonstrate an ability to plan a research project.

Departmental Learning Objectives:
1. Demonstrated ability to engage in critical and interdisciplinary thinking, analysis, and problem solving through effective written and oral communication.
2. Evidence of ability to integrate key concepts in Women's Studies, including the social construction of gender; intersectionalities among gender, sexuality, race, class and other vectors of power and identity; social stratification; and how these issues manifest in a Pacific-Asia context in written and oral work.
3. Demonstrated ability to connect the classroom with "real world" feminist issues through active engagement in citizenship and civic participation.

Required Texts:
3. Additional readings will be provided on Laulima.
Course Grading:

Participation- 15%
Reflexive Essay- 10%
Two Research Activities- 15% each X 2 = 30%
Research Proposal Draft- 15% (graded for completion)
Research Proposal Presentation- 10%
Final Research Proposal- 20%

Assignments:

1. Reflexive statement- Students will write one short (2-4) page reflexive statement. In this essay, students will discuss their own subject position and values, and how they shape their research interests.

2. Research Activities- Students will complete two research activities during the semester. Each activity will entail practicing one of the methods we have covered during class, and writing up your experiences. The methods used for these activities will include interviews, textual content or discourse analysis, and participant observation. After completing a mini-project practicing each method, students will write up a short (3-5) page essay on their experiences and findings.

3. Research Proposal- The final project for this course will be an in-depth research proposal. This assignment will include all of the major elements of an academic research proposal (introduction, literature review, methods, etc.). Students will first write a rough draft for this project to be handed in on week 11. The instructor will then provide feedback on the rough draft to inform the final version of the proposal to be turned in during finals week. This project will not entail conducting actual research, but constructing a detailed plan for a complete academic research project.

4. Research Proposal Presentation- Students will also present their research proposals to the class during the last week of classroom instruction for the semester.

5. Participation- Participation will be a major component of students’ grades for this course. However, attendance will not be taken regularly. Instead students will perform informal classroom assignments, which will be graded for completion.
## Course Schedule:

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<tr>
<th>Week</th>
<th>Readings</th>
<th>Topics/Assignments</th>
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| Week 1 (8/22) | Hesse-Bieber Chapter 1 & Sprague Chapter 1 | Course Intro  
- Introduction to Feminist Research Methods |
| Week 2 (8/29) | Hesse-Bieber Chapter 2 & Sprague Chapter 2 |  
- Dominant epistemologies  
- Feminist Epistemology  
- Standpoint theory |
| Week 3 (9/5) | Hesse-Bieber Chapter 3 & Sprague Chapter 3 |  
- Power and authority in research  
- Feminist research ethics & values  
- Reflexive Essay due Friday 11:55 pm |
| Week 4 (9/12) | Hesse-Bieber Chapter 10 Sprague Chapter 4 Correll et al. “Getting a job: Is there a motherhood penalty?” |  
- Feminist Positivist Research |
| Week 5 (9/19) | Hesse-Bieber Chapter 7 & Sprague Chapter 5 |  
- Interview Research |
| Week 6 (9/26) | Campell- “Interviewing Men in Uniform” Dragiewicz- “Batterer Narratives” |  
- Interview Research Continued  
- Research Activity 1 due Friday 11:55 pm |
| Week 7 (10/3) | Hesse-Bieber- Chapter 8 Readings TBA |  
- Focus Groups  
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| Week 8 (10/10) | Hesse-Bieber Chapter 5 Bjork-James- “Feminist Ethnography in Cyberspace: Imagining Families in the Cloud” |  
- Ethnography  
- Participant Observation |
| Week 9 (10/17) | Crowley- “Friend or Foe? Self-expansion, Stigmatized Groups, and the Researcher-Participant Relationship” Stacey- “Can There be a Feminist Ethnography?” | • Ethnography and observation continued  
• Research Activity 2 due Friday 11:55 pm |
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| Week 10 (10/24) | Hesse-Bieber Chapter 9 Chagnon- “Heinous Crime or Acceptable Violence” | • Content Analysis  
• Discourse Analysis |
| Week 11 (10/31) | Dragiewicz- “Patriarchy Asserted: Father’s Rights and Anti-VAWA Activism” Rose- Chapter 1 in Visual Methodologies | • Web research  
• Image analysis  
• Draft proposal due |
| Week 12 (11/7) | Hesse-Bieber Chapter 12 Henley, Beasley, and Miller- “Syntax, Semantics, and Sexual Violence: Agency and Passive Voice” | • Mixed methods research |
| Week 13 (11/14) | Hesse-Bieber Chapter 6 Sprague Chapter 7 | • Activist and action research |
| Week 14 (11/21) | Hesse-Beiber Chapter 13 | • Putting it all together-completing your research plan |
| Week 15 (11/28) | Sprague Chapter 6 | • Putting it all together (continued) |
| Week 16 (12/5) | No readings | • Research presentations |