Course Code And Course Title:  
WGST-3060-01, FFR.

Department/AAU:  
Women’s and Gender Studies.

Semester:  
2020 Fall.

Classroom And Time:  
Online. R. 4-6:50 p.m.

Instructor:  
P.A. Phipps.

Instructor’s Email:  
Email: pphipps@uwindsor.ca

Instructor’s Contact Information:  
Phone: ext.2173

Instructor’s Office Location:  
Online.

Instructor’s Office Hours:  
?

Assistants’ Contact Information:  
N/A.

Assistants’ Office Location:  
N/A.
Course Description.

An exploration of the diverse approaches to feminist research in a variety of fields. Students will examine the core questions and approaches that various disciplines bring to the study of women. (Prerequisites: Two courses at the 2000-level or above from Women’s and Gender Studies or consent of the instructor.)

Learning Outcomes.

The course is designed to encourage students to understand research as both an academic endeavour and an everyday activity. Students will learn how to formulate research questions about women’s lives and the socio-political contexts affecting them.

Students will learn:

| To discern: | The differences between various types of research; the types of questions that these are used to answer; and their strengths and limitations. |
| To appreciate: | The connection between research and theory; and the importance of feminist principles in informing research activity. |
| To understand: | The components of a research process. This would include a literature review; primary research methods of interviews; and data analysis and interpretation. The objective is for the student to frame her or his research from a feminist perspective. |
| To understand: | Feminist dilemmas, concerns, and issues involved in conducting research. |
| To understand: | The importance of an intersectional framework in comprehending the diversity of women’s lives. |

The intention is for students:

| To be able: | To formulate research questions that are empowering to women. And to distinguish between sources of knowledge for answering such questions, such as: popular media; personal narratives in a blog; peer-reviewed research; quantitative data; and qualitative data. Students will also study examples of each source using library and web-based resources. |
| To identify and synthesize: | The literature about a particular topic, including the importance and significance of this topic; the historical and socio-political context of the topic; key trends and themes in the literature; and gaps in existing knowledge about this topic which future research may address. |
| To conduct: | A small-scale, multi-methods research project consisting of a qualitative component with semi-structured interviews. Students will select three to five individuals to interview. The interviewees will be either students attending the University of Windsor, or adult family members. Students as researchers in this course will conduct a preliminary analysis of the qualitative interview data; synthesize the findings into a research report; and identify the contributions of these findings for advancing feminist understanding of a subtopic. |
| To complete: | A research project that takes into account the ethical review of a research project interviewing or surveying human subjects. |

Expected skills upon completion of the course:
Academic writing: To understand how a feminist approach to research may inform social justice objectives for promoting equality.

Required Course Materials And Resources:

The supplementary textbook is Kristin G. Esterberg, *Qualitative Methods in Social Research*. Toronto: McGraw Hill, 2002. Students may buy this textbook if they wish, but lectures on webpages will provide enough information without it.

**Required Reserve Readings Are Available Via Blackboard Under The Resources Link Or Direct From University Website.**


**Type And Format Of All Evaluations.**

Each student’s final grade in this course will be based on performance in completing five written reports, described below, plus ongoing participation in online discussion via email or video-conferencing. Only electronic copies of reports and assignments in Word documents or PDFs will be marked as received at or before 6 p.m. on a scheduled due date if sent as an attachment from the student’s official UWin email account.

The detailed **Course Schedule** has dates for the following evaluated sources of the final grade.

<table>
<thead>
<tr>
<th>Source of Grade</th>
<th>Unit Percentage</th>
<th>Number of Activities</th>
<th>Due Date</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Question Report.</td>
<td>10%</td>
<td>1</td>
<td>In course schedule</td>
<td>10%</td>
</tr>
<tr>
<td>Literature Review.</td>
<td>20%</td>
<td>1</td>
<td>In course schedule</td>
<td>20%</td>
</tr>
<tr>
<td>TCPS 2: CORE/Letter of Informed Consent/Feminist Methodology/Interview Guide.</td>
<td>15%</td>
<td>1</td>
<td>In course schedule</td>
<td>15%</td>
</tr>
<tr>
<td>Final Research Report.</td>
<td>30%</td>
<td>1</td>
<td>In course schedule</td>
<td>30%</td>
</tr>
<tr>
<td>Class Online Participation.</td>
<td>2%</td>
<td>Approx. 10</td>
<td>Every lecture class</td>
<td>20%</td>
</tr>
<tr>
<td>Contribution to Student Presentation of Research.</td>
<td>5%</td>
<td>1</td>
<td>Day of presentation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total.</strong></td>
<td><strong>100%</strong></td>
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For all FAHSS and University Policies it is the student’s and professor’s responsibility to review them at http://blackboard.uwindsor.ca. Use your UWin ID and password to access the site.

It is the responsibility of faculty and students to understand and follow all clauses in Senate Bylaws including 54, 31, etc., and Senate Policies.

Course Outline.

This course explores the diverse approaches to feminist research. Students will examine the core questions and methods of various disciplines contributing to the principles of feminist research, and they will investigate the meaning and significance of, and knowledge produced by, research with these principles. Students will also conduct a research project with a feminist methodology.

Lectures, discussions and office hours will be conducted online via the internet. The instructor will load YouTube videos in advance of lectures and discussions for the purpose of explaining the content and organization of their published webpages. The instructor’s office hours will be conducted via email or video-conferencing (Teams) during scheduled times.

Course Organization.

The course convenes once a week for a two-plus hours lecture and discussion. It will have a number of lectures, but it is basically organized around student reading, research, and writing supplemented by online discussion and research projects. Three approved topics for student research projects in this course are: Body Image and Health; Feminist Activism; and Higher Education.

Regular study of all webpages and YouTube videos of lectures and discussions is compulsory. Preparation for online participation may be improved by browsing the possibly updated version of this course outline via Blackboard or posted at http://web2.uwindsor.ca/courses/sociology/phipps/courses/index.html. The course’s webpages via this link have comments and/or questions to aid in the evaluation of reading materials, and to prepare for debates and class discussions.

If discussion is conducted online, then it will be sensitive to students’ feelings and self-identities. Students may react with concerns to offensive comments directly to the speaker during class, or to the instructor outside of class. These reactions will however always be expressed in a civil and courteous manner.

General Instructions For All Reports And Assignments. Note: See Course Schedule For More Detail On These Assignments.

Each report or assignment will be double-spaced typed in a Word document or PDF with a
Each report or assignment in a Word document or PDF will be transmitted as an email attachment to the instructor from the student’s official UWin email account at or before 6 p.m. on the scheduled date in the course schedule. A request for a read receipt for the message sent from an official UWin email account is recommended to ensure the instructor receives the emailed lab report.

- Email address of instructor is: <pphipps@uwindsor.ca>.

This email message with attached Word document or PDF will have the subject line of "FFR [assignment name] on [date]", and it will include in the body of the message the sentences that, "I [your name] am submitting my assignment in FFR 2020 Fall at [what time]. I verify that this assignment is my own original work." The submission of the assignment from the official UWin email account will serve as a signature of these two sentences.

- Please make sure your name is on first page of the attached Word document or PDF.

Research Question

Three approved topics for student research projects in this course are: Body Image and Health; Feminist Activism; and Higher Education.

Subtopics of Body Image and Health may include: How social prescriptions about "beauty" influence such discrimination as sizism; or how "gendered" diseases influence femininity or masculinity; or how cultural attitudes about race, age, or fashion influence women or men.

Subtopics of Feminist Activism could range from: Protests or campaigns on campus, to conversations around the dinner table.

Subtopics of Higher Education may include: Women’s or men’s admission into (non-)traditional disciplines, or new creative professions.

This course's approved subtopics for student research projects will be generated via online email or video-conferencing. Students will then develop their own research question, and explain why they have chosen this question. Note that a research question will not earn Ethics Approval if it requires interviewees’ answering questions intruding on traumatic life experiences.

- Please note that students may be assigned to small subgroups researching similar approved (sub-)topics in preparation for online discussions via email and/or video-conferencing.


Students will clearly describe their research question. and explain its importance in terms
Note students are not permitted to proceed to the Literature Review until this assignment has been returned with comments by the instructor.

**Literature Review: Six To Seven Pages — This Is Not An Annotated Bibliography, But A Formal Essay That Introduces The Research Topic And Discusses Selected Literature On The Topic.**

Students will identify at least two of each of the following sources: Quantitative research from scholarly peer reviewed journals, books, or chapters in books (no dissertations or theses). Qualitative research from scholarly peer reviewed journals, books, or chapters in books (no dissertations or theses). Popular media (for example, newspapers, television shows, magazines, movies). And Personal narrative (for example, a diary, a letter, a blog, a personal account found in a book, magazine, etc).

Students will explain the contribution and importance of each identified source to their research question. Sources should indicate how writing on the topic has developed from publications in the 1980s or 1990s to current publications from the 2000s on. Emphasis should however be placed upon current knowledge about the research question’s subtopic. Students will also describe the gaps or missing knowledge in their sources.

In a formal essay format, students will begin by introducing in a good-sized paragraph, their research topic and more focussed research question.

They will then introduce and explain in body paragraphs the contribution and importance of each identified source. For example, they should consider theories or main arguments from their scholarly quantitative and qualitative sources, and note which theories and arguments will be useful for their research. They may also wish to explain how the popular media and personal narratives reflect the arguments in their scholarly sources.

They will also describe the gaps or missing knowledge in their sources.

The concluding paragraph will be a summation of findings in sources, and how this has or has not contributed to the research question.

- Note that eight sources may not be enough for a thorough Literature Review depending on the quality of the sources.

- Note to indicate clearly the origin of each source with full bibliographical information. For peer reviewed scholarly sources: author, title of work, title of book or journal (italicized or underlined), publisher, date, page numbers. For popular media: author (if noted), title of piece, title of newspaper, magazine, etc, (italicized or underlined), and page numbers (see ASA style guide available at Leddy website on "Writing Help" on the left hand menu: http://web4.uwindsor.ca/units/leddy/leddy.nsf/WritingHelp!OpenForm#ASA).

Students are not permitted to proceed to the Final Research Report until the literature review has been returned with comments by the instructor.

**TCPS2: CORE Certificate Of Completion, WGS Informed Consent, Feminist Methodology, Interview Guide, And Oral Information: Three To Four Pages.**
Students will complete a Letter of Informed Consent available under Research Ethics on the WGST website.

- Note that a Letter of Informed Consent with missing information and/or insufficient explanation of the research project, etc., will be revised and resubmitted to the instructor before interviews may proceed.

- Note also an interviewee will be instructed to be anonymous by using nicknames or initials when signing the consent form, so that only the interviewer knows his or her identity.

- Note that the interviewer's name on the form signifies the commitment that the interviewer will pass over to the instructor or personally destroy any files/tapes at the end of the course.

Students will submit a paragraph-length writing on Feminist Methodology that considers feminist research, standpoint, and types of interviews being conducted.

The Structured Interview Guide will list 12-15 potential open-ended interview questions, with follow-up or probing questions that consider such categories as gender, and race. The Instructor will approve the questions and probe questions for the interviews.

Students will write a paragraph-long introduction entitled "Oral Information for Potential Participants". For example, "Hello, my name is […]. I am conducting a small research study for the purpose of a course at […] in Women's and Gender Studies called […] taught by […] that involves undertaking primary research through interviews. I am conducting primary research on [explain topic ]. Would you be willing to participate? Your involvement would involve an account of your thoughts/experiences as […] by answering a series of questions [about …] during an interview. The interview will take approximately 30 minutes. All information from the interview will be confidential and known only to the student interviewer and her/his instructor. It will be stored away in a secure location; and all files/notes/audio tapes will be destroyed upon completion of the course. You will not be named in the written Report about the study. You may request a one-page abstract via […] that summarizes the results of the Report when it is complete."

Research Ethics Rules For Interviewers

Interviewers will generally not target potential respondents for their interview who have particular characteristics of cultural background, race, ethnicity, or age etc. — but if they do, then they will provide a rationale for this in the Interview Guide.

Interviewers are permitted to use their phones to record/gather data or store data locally or in the cloud if this is only recording device available to them, and this is specified in their research ethics application.

Interviewers will ensure confidentiality of respondents when making interview notes and audio recording. Note that audio recording not on a physical tape will be transferred to a personal computer that is not connected to the internet when the transfer happens. Note that computers will not be connected to the internet when typing interview notes. The files will be password protected and erased from the audio recorder.
• Please be forewarned that a Final Research Report will not be graded if the research reported in it has been undertaken without research ethics approval; if it has explored topics and/or used interview/data-storage methods that would not have earned research ethics approval; or if copies of interview notes are not transmitted with the Final Report.

Class Participation.

Students’ participation as an individual and member of a group in class activities is an essential component of the course even though everything is online. The class participation mark will be based upon the quality and content of the student’s emails and/or video-conferencing with the instructor in a small group or as an individual. Opportunities for participation will particularly be provided during discussion of a research project’s research question, literature review, and final report. Please be prepared to provide a doctor’s note or equivalent to verify more than a few missed participation opportunities.

Contribution To Group Presentation.

Students’ contribution to their own and/or group presentations is an essential component of the presentation mark even though everything is online. The contribution to group presentation mark will be based upon a one-page written summary of the progressing research project that is transmitted to the instructor for circulation to other students as if presented to them. Please be prepared to provide a doctor’s note or equivalent to verify a missed presentation opportunity.


An eight to nine-page double-spaced typed Final Research Report will include: (1) A summary of core theories and previous knowledge from the Research Question Report, and Literature Review; (2) Important findings from the interviews; (3) Contributions of the research for a feminist interpretation of its subtopic; (4) The intellectual strengths and limitations of the research; and (5) Implications of the findings for future research.

• Note students will delete any references identifying interviewees in the Final Report.

• Note in addition to transmitting the Final Report, students will provide all handwritten interview notes and computer files in the way the instructor has requested; and erase all files on their computer upon completion of the research project.

Policies For Late Reports Or Assignments.

No alterations will be allowed to dates for online submission of reports or assignments, except for medical or equivalent compassionate reason.
Only electronic copies of reports and assignments in Word documents or PDFs will be marked as received at or before 6 p.m. on a scheduled due date if sent as an attachment from the student's official UWIn email account.

Course Schedule.