

GENDER 609-3 ADVANCED FEMINIST METHODS
Winter 2008

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Time: Tuesdays 6:30 – 9:20

Location: LIB 5-183

Office Hours: By appointment

CALENDAR DESCRIPTION: The goal of this course is twofold: first to cover current debates in feminist methodology and second to develop appropriate research strategies for an independent research project.

COURSE DESCRIPTION: The primary purpose of this course is to provide an opportunity for students to develop /enrich a proposal for their master's thesis or practicum. By this time, it is expected that each student will be able to define an area of specialization and a potential topic of interest within that specialization (it is here that students will examine the relationship between theory, ideology, policy, and practice) from the knowledge gained in previous course work and experiences. The course is structured to help the student understand and organize the components of a proposal and final thesis or report. My wish is that each of you will find something you're very committed to and curious about and explore this in a fresh, feminist, and excited way.

OBJECTIVES: The objectives of this course are to provide the experiences and opportunities that allow the student to develop the ability to:

- clearly and concisely ask feminist research questions,
- identify an area of feminist research interest and related research problems and participate as a team member/organizational member in research creation / application/ distribution
- propose a structured and organized research endeavor,
- clearly define and communicate one's intentions, purposes, expectations and aspirations to student colleagues.

TEXTBOOKS:

Ann Bishop's **Becoming an Ally: Breaking the Cycle of Oppression**

Linda Tuhiwai Smith's **Decolonizing Methodologies: Research and Indigenous People's**

Sandra Kirby, Lorriane Greaves, and Colleen Reid's **Experience, Research, Social Change: Methods Beyond the Margins**

COURSE OUTLINE:

* Every class will begin with a show and tell of various books, resources, 'quick and spiffy ideas' for doing research, examples of wonderful research or examples of research that could have been done much more ethically/ creatively, etc. and/or newspaper commentary on some research dilemma. Please bring such things to the class as you encounter them during the semester. We will also be having a series of guest speakers (as and if they become available) and for some classes we might just begin directly with our guest's summary of their research/ feminist perspectives/ etc.

- January 8: Introductions
 Review of course outline & expectations
 Developing a research question
 Begin 'map' of where you are/are going
- January 15: Discuss/ present maps
 Selecting a supervisor and committee
- January 22: Guest lecture/s from researcher/s in the community
 * There may be more guest speakers as they become available
- January 29: Research ethics
 Developing a proposal for the Research Ethics Board
- February 5: Methodology
- February 12: Analysis and reporting results
- February 19: Reading Break
 No class
- February 26: Putting the document together
- March 4: The defense and oral examination
 External examiner
 Student presentations
- March 11: Student presentations
- March 18: Student presentations
- March 25: Student presentations (if necessary) and semester summary
 Where to now with the rest of your research intentions?

ASSIGNMENTS:

Assignment 1

Students will prepare a five-page paper that states their research question, defines the key concepts that are integral to the question, and demonstrates how the concepts will be explored or tested. The paper will be graded according to the following criteria:

Spelling, grammar, style	5
Clarity of the research question and concept definition	5
Research & creativity	5
Total Value	15

The assignment is due January 22. Late assignments will not be accepted without documentation that justifies the delay in submission.

Assignment 2

Students will submit a completed *Research Ethics Board Approval Form*. These forms are available from the Graduate Studies website. The completed form will include a brief (maximum 2 pages) summary of the research proposal. All required forms must be appended. The paper will be graded according to the following criteria:

Spelling, grammar, style	5
Accuracy of form completion	5
Research proposal content	5
Organization	5
Total Value	20

The assignment is due February 12. Late assignments will not be accepted without documentation that justifies the delay in submission.

Assignment 3

Students will develop an oral presentation of their research proposal and present this to the class. The number of students in the class will determine the amount of time that will be available for the presentation. Students will prepare a 1 page point form outline for distribution. The presentation will be graded according to the following criteria:

Clarity of delivery	5
Coherence, organization and defense	5
Creativity	5
Total	15

The assignment due date will be negotiated.

Assignment 4

Students will prepare a 20 page paper that identifies their research question, provides a literature review, and a methodological approach. These areas are critically important in the production of a thesis or practicum report. Writing style will be diligently evaluated as students must be able to achieve a very high standard for written work at this stage of their academic studies. The assignment will be graded according to the following criteria:

Spelling and grammar	10
APA style	5
Creativity	5
Clarity and organization	5
Research	5
Content	20
Total	50

The assignment is due April 1. Papers will not be accepted after this date without documentation that justifies the delay in submission.

Ongoingly throughout the semester we may adapt the above schedule if guest speakers become available, and/or if we find a large number of students in the course have a strong wish to focus more elaborately on one of the theme areas described above. Some of the potential guest speakers include: Lynn Box, MA, Gender Studies and published author/editor; Erica Clark, doctoral student, epidemiology; Catherine Siermerski, MA, lecturer in First Nations Studies; Sarah Boyd-Noel, ED UNBC Women's Centre; Christal Capostinsky, ED New Hope; Helen Domshy, MA/ Social Justice Activist; Kelly Wintemute, MA, Researcher/ Social Justice Activist; Theresa Healy, Associate Professor/ Social Justice Activist. As soon as a firm schedule has been established I will email/ give this out in class.

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