

NB: This is a copy of last year's syllabus. Details and assignments subject to change.

The University of Western Ontario
London Canada
Department of Gender, Sexuality, and Women's Studies

Details in this syllabus may change with sufficient notice to the class.

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Course Description

This course will review feminist research methodologies from a variety of disciplinary traditions and theoretical perspectives. Through readings and assignments, a primary objective of this course will be to examine and articulate distinctions and relationships between epistemology, methodology and methods. Through guided practices of critical reflection, students will be able to articulate the assumptions that underlie and inform various research methodologies and understand their implications for research methodology. Emphasis will also be placed on specific methodological issues that span across this range, and will include, for example: ethical issues, researcher reflexivity and positionality, sampling, and the practices and politics of data collection, interpretation and reporting.

Learning Objectives

In this course, students will:

- Explore and evaluate a range of feminist, anti-racist, anticolonial, and queer research methodologies
- Situate their own research interests and questions in relevant bodies of literature on methodology
- Articulate their own epistemological commitments and positionality and assess how these inform their approach to research, knowledge, and knowing
- Co-create a learning community as instructors and contributors through discussion facilitation
- Develop as independent scholars, including through writing, researching, and responding to feedback

Required Reading

Required readings will be posted to the course website. Most recommended readings will be on OWL as well – you can find the others through Weldon.

Due date: no later than 1 week after class discussion on the later of the 2 weeks you select before is also fine.

Discussion Facilitation (10% shared/group mark)

Students preparing facilitation for a given week will collaborate to identify the main themes/arguments/concerns raised in the readings and pose questions to stimulate group discussion. The purpose of the discussion facilitation is not to show that you got the ideas "right", but is rather to engage with the ideas in the readings and elaborate your understanding of the course material. Do not be afraid to let your thinking show. Communicating your readings and interpretations of the course material will help to further an understanding of the course material in the class by inspiring further thought, reflection and discussion. Strong discussion facilitations will identify and engage with the relevant themes in the reading and raise thoughtful, open-ended questions for discussion and deliberation. Additional advice for discussion facilitation will be posted to OWL. Please consider creativity, active learning, and a handout or similar resource.

