

APPROVED

ORIGINAL

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: Coll Lang, Lit, and Soc Sci

Department*: Women's and Gender Studies

2. Contact Person*: Charlene Gilbert Phone: 419-530-2233 (xxx - xxx) Email:

charlene.gilbert@utoledo.edu

Please input phone number in

this format: xxx-xxxx.

3. Alpha/Numeric Code (Subject area - number)*: WGST - 6240

4. Proposed title*: Research & Methods in Character not allowed.

Proposed effective term*: Spring 2013 (e.g. 201140 for 2011 Fall) Please input the 6-digit numeric code for term.

5. Is the course cross-listed with another academic unit?

 Yes No

Approval of other academic unit (signature and title)

Is the course offered at more than one level?

 Yes No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: 4 or Variable:

to

7. Delivery Mode:

Primary*

Secondary

Tertiary

a. Activity Type *

Seminar

--SelectType--

--SelectType--

b. Minimum Credit Hours *

4

Maximum Credit Hours *

4

c. Weekly Contact

Hours *

 Please enter

Weekly Contact Hours.

8.

Terms offered: Fall Spring SummerYears offered: Every Year Alternate Years9. Are students permitted to register for more than one section during a term? No YesMay the courses be repeated for credit? No YesMaximum Hours

10.

Grading System*:

- Normal Grading (A-F, PS/NC, PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit Only
- No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200
 PIN (Permission From Instructor) PDP (Permission From Department)Co-requisites (must be taken **together**):

12.

Catalog Description* (75 words Maximum)

This course will present an overview of the ways in which women's/gender/feminist studies have informed and complicated traditional theories of research and methodologies. Students will examine and use various research methods and tools to prepare a final research project.

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.Syllabus: * Research an...STFall2012Additional Attachment 1: no file selectedAdditional Attachment 2: no file selected

Shamuel Barnes

Department Curriculum Authority:

Harold D. Hiller

Department Chairperson:

David Black

College Curriculum Authority or Chair:

Christine A. Habrecht

College Dean:

[Signature]

Graduate Council:

Dean of Graduate Studies:

Office of the Provost :

October 11, 2012

Date

10/11/12

Date

10/20/12

Date

10/20/12

Date

11/13/2012

Date

Date

Date

Submit New Course Proposal

Administrative Use Only

Effective Date:

(YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Research and Methods in
Women's and Gender Studies

WGST 6240

University of Toledo
Dept. of Women's & Gender Studies
<http://www.utoledo.edu/lss/wgst/index.html>
WGST 4880/5880
Tuesday/Thursday 5:45-7pm
University Hall 3800

Dr. Sharon L. Barnes
Office: UH 4220C
Office Phone: (419)-530-6206
Email: sharon.barnes@utoledo.edu
Office Hrs: T/W/R: 10am-12pm, &
by appointment

Course Description:

This course will present an overview of the ways in which women's/gender/feminist studies have informed and complicated traditional theories of research and methodologies. Students will examine and use various research methods and tools to prepare a final research project.

Required Texts:

Hesse-Biber, Sharlene and Michelle Yaiser, eds. 2004. *Feminist Perspectives on Social Research*. Oxford.

Jaggar, Allison. 2007. *Just Methods*. Paradigm Publishers.

Kirsch, Gesa E. 1999. *Ethical Dilemmas in Feminist Research*. Albany: State University of New York Press.

Ramazanolu, Caroline and Holland, Janet. 2002. *Feminist Methodology: Challenges and Choices*. London: Sage Publications.

Course Requirements, Expectations, Grades, and Goals:

Student Learning Objectives:

Students will be able to:

- Demonstrate an understanding of feminist critiques of traditional research, knowledge, academic disciplines, and the boundaries between them. Students will demonstrate their understanding through their analysis of research articles presented throughout the course.

Research and Methods in Women's and Gender Studies

WGST 6240

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Students will be able to:

- Demonstrate an understanding of feminist critiques of traditional research, knowledge, academic disciplines, and the boundaries between them. Students will demonstrate their understanding through their analysis of research articles presented throughout the course.

- Demonstrate their familiarity with key theoretical and methodological issues and concerns in feminist scholarship and interdisciplinary research through their two written response essays.
- Assess the status of women and/or feminist research in their fields of interest and academic discipline. Students will demonstrate this skill through the quality and content of their weekly class participation.
- Demonstrate, in their final research paper, their research and analytical skills and their ability to identify appropriate research tools for exploring the vast literature of Women's Studies and gender related research in traditional disciplines.

General Policies and Major Assignments:

Atmosphere: My philosophy of teaching involves encouraging cooperation in a respectful, collaborative exchange of ideas, viewpoints, and feedback. My expectation is that students have enrolled in this course with a desire to learn from the material and from each other, and thus, that we will all be here with positive, professional attitudes. In a word, the basic ground rule is **respect**, for yourselves, for each other, for me, and for the material. Respect is different than agreement or belief. Your requirement is responsible engagement, not wholesale purchase of any of the ideas, except respect. In the context of this academic environment, cell phone use is not appropriate.

Confidentiality: One of the central premises of feminism is that living and learning are inseparable activities, that there is a relationship between our experiences as individual women and men and the political and cultural forces that shape our world. It is therefore logical that in this course we will sometimes discuss our personal experiences and observations as they relate to issues and ideas we are addressing in class. The following fundamental understandings are necessary to ensure that the classroom environment remains a respectful, safe, and productive space for each student:

1. You are under no pressure to share personal experiences on any topic.
2. You will not share the personal experiences discussed by other members of this class to anyone outside of this class.
3. No degradation of other people or groups will be tolerated.
4. Hateful language of any type will not be tolerated.
5. Many of the issues we will discuss involve our personal and political opinions. There is no reward or penalty for having a particular set of beliefs.

Attendance: The UT missed class policy excuses absences for athletic and academic events, personal emergencies, and government required activities; however, constant tardiness or excessive absences will result in a drop in your final grade or cause you to be dropped from the course. Please notify me to make arrangements to obtain any material or information if you miss a day, and do have enough basic respect for me and for your classmates to come to class **on time and prepared**.

Participation in class discussions and activities is vital to a vibrant classroom and is worth 30% of your overall grade. Interaction from all students makes the course enjoyable and productive. A positive, attentive, respectful presence in class is not only appreciated, but necessary for us to learn from each other. Though I make an effort to not punish people who are shy as long as they demonstrate active engagement in the class, I wholeheartedly encourage and support your critical thinking and risk-taking in response to the course material and activities. You are invited to speak freely at all times as a learner, reader, writer, and collaborator.

Discussants: In order to create a more multivocal and feminist class environment, to broaden the depth of our exposure to the variety of available issues and materials, and to make space for students to pursue interesting ideas in greater depth, students will share the responsibility for class engagement with the issues through discussant presentations. The discussant's job is to acquire a substantive article about any concept, example, or issue raised in the assigned readings or class discussion and prepare a brief, clear, and responsible presentation to the class of its contents. Discussants are worth 20% of the final grade.

Response Essays: Students are required to complete two 5-7 page essays developed in response to the readings. The agenda here is to find something that intrigued or challenged you in the reading and give yourself some time to think more deeply about it. The essays do not require outside research, but rather, a more sustained interrogation of the ideas in the required readings, and perhaps, an application or discussion of how the idea does or does not connect to your own experiences and observations. Each essay will be worth 10% of your final grade.

Research Paper: This assignment, worth 30% of your grade, requires that you research an aspect of the course material about which you have questions and ongoing, sustained interest. The assignment will include an initial research proposal, a feedback draft, a final draft of 20 – 25 pages, and a presentation of your findings to the class. Be on the lookout for an issue, idea, person, or event that piques your curiosity! This may emerge from a discussant assignment.

Grades: Your final grade will be comprised of grades received on two brief essays, the discussants, the research project, and class participation. Grades will follow the standard 90-100% = A, 80-90% = B, 70 – 80% = C, 60-70% = D. Final grades will be determined as follows:

Attendance/Participation	30%	_____	Grade = _____ pts. x .30 = _____ pts.
Discussants	20%	_____	Grade = _____ pts. x .20 = _____ pts.
Response Essay #1	10%	_____	Grade = _____ pts. x .10 = _____ pts.
Response Essay #2	10%	_____	Grade = _____ pts. x .10 = _____ pts.
Research Paper	30%	_____	Grade = _____ pts. x .30 = _____ pts.
			Final Grade = _____/100 Points = _____

Course Schedule: The following schedule presents due dates for the readings, writing, and major assignments. Please note that we may change readings, assignments, and due dates to meet our evolving needs and expectations. Revisions of the syllabus will be negotiated in class as needed and repeated at subsequent class sessions. If you miss a class, please check to ensure that you have up-to-date information on assignments.

Tentative Course Schedule

Week One: January 12-16

Introductions, Goals, Syllabus Review, In-class Exercises & Activities

Week Two: January 19-23

Reading Module 1

Week Three: January 26-30

Reading Module 1

Week Four: February 2-6

Reading Module 1

Week Five: February 9-13

Reading Module 2

Response Essay #1 due

Week Six: February 16-20

Reading Module 2

Week Seven: February 23-27

Reading Module 2

Research Report Proposal due

Week Eight: March 2-6

Reading Module 2

Week Nine: March 9-13: **Spring Break**

Week Ten: March 16-20

Reading Module 3

Week Eleven: March 23-27

Reading Module 3

Response Essay #2 due

Week Twelve: March 30-April 3

Reading Module 3

Week Thirteen: April 6-1

Reading Module 3

Feedback (Complete) Draft of Research Paper due

Week Fourteen: April 13-17

Reading Module 3

Week Fifteen: April 20-24

Student Presentations

Week Sixteen: April 27-May 1

Student Presentations

Course Evaluations

Week Seventeen: May 4-8

Final Draft of Research Paper due