

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: GWS630

Proposal Contact Person Name: Patricia Cooper

Phone: 7-1388


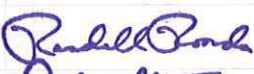


Email:

patricia.cooper@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
GWS Faculty	January 23, 2010	Patricia Cooper / 7-1388 / pacoop@uky.edu	
		/ /	
A&S Ed. Policy Cmte.	9/21/10	Randall Roorda 711033 rroorda@uky.edu	
A&S Ed. Policy Cmte	9/21/10	Joanna Bedagliacco 719335 jimb@uky.edu	
A&S Dean	9/21/10	Anna Bosch 716689 Bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council		 2010.12.16 15:18:44 -05'00'	
Health Care Colleges Council			
Senate Council Approval			University Senate Approval

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 4/16/2010
- b. Department/Division: Gender and Women's Studies
- c. Contact person name: Patricia Cooper Email: patricia.cooper@uky.edu Phone: 7-1388
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: GWS630
- b. Full Title: Seminar in Feminist Research Methods
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study

_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency

3 hours Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This course presents a variety of research methods used by Gender and Women's Studies scholars. The course examines how research has been conducted in a range of fields within Gender and Women's Studies, presents basic skills, commonly used methods, ethical issues, and social applications.
- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4. Frequency of Course Offering.

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO

If NO, explain: GWS 630 and GWS 640 will be taught in alternating years. All other courses will be taught annually.

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: This will be of interest to our graduate certificate program students and students in other departments needing additional methods training.

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: GWS PhD

- b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

University Senate Syllabi Guidelines

✓ General Course Information

Full and accurate title of the course.
Departmental and college prefix.

Course prefix, number and section number.
Scheduled meeting day(s), time and place.

✓ Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

Instructor name.
Contact information for teaching/graduate assistant, etc.
Preferred method for reaching instructor.
Office phone number.
Office address.
UK email address.
Times of regularly scheduled office hours and if prior appointment is required.

✓ Course Description

Reasonably detailed overview of the course.
Student learning outcomes.
Course goals/objectives.
Required materials (textbook, lab materials, etc.).
Outline of the content, which must conform to the Bulletin description.
Summary description of the components that contribute to the determination of course grade.
Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
Final examination information: date, time, duration and location.
For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

✓ Course Policies

Attendance.
Excused absences.
Make-up opportunities.
Verification of absences.
Submission of assignments.

Academic integrity, cheating & plagiarism.
Classroom behavior, decorum and civility.
Professional preparations.
Group work & student collaboration.

GWS 630 Seminar in Feminist Research Methods

Instructor

Semester

Time

Location:

Instructor Information

Course Description

In this course we will read about, discuss, and practice a variety of research methods, particularly qualitative methods, used by Gender and Women's Studies scholars. We will examine both how research has been conducted in a range of fields within Gender and Women's Studies and how these research methods are relevant to students' own research interests. Research exercises will serve as avenues through which to gain basic skills and practice commonly used methods, as well as a space through which to experiment with different ways of approaching topics students may study or read about. Throughout the course, we will pay attention to the ways in which relationships of power, ethical issues, and the complexities of representation affect research and its social applications.

Learning Outcomes

This course emphasizes GWS Graduate Learning Outcomes #1 and #2.

1. Demonstrate an ability to conduct advanced interdisciplinary research in gender and feminist studies, to identify salient research questions, and to critically evaluate a variety of texts and other sources of information.
2. Critically interpret feminist texts and arguments. Recognize and critically assess the theories and methods underlying a range of feminist analytic approaches.

Course Objectives

Students in this course will read about, discuss and practice a variety of research methods used by Gender and Women's Studies scholars. By employing this information, students will practice articulating a research question relevant to Gender and Women's Studies and designing a preliminary plan for scholarly exploration of that question. This course will prepare students to critically read and evaluate literature in Gender and Women's Studies and prepare to write a thesis.

By the end of the course, students will be able to

- Identify and practice appropriate discipline-oriented and interdisciplinary methods for answering different types of questions within Gender and Women's Studies
- Identify and critically reflect on ethical issues in feminist research
- Identify and describe a variety of perspectives on what constitutes feminist research

Required Reading (Books)

Hesse-Biber, Sharlene Nagy and Patricia Lina Leavy. 2007. *Feminist Research Practice: A Primer*. Thousand Oaks: Sage. (FRP on syllabus)

Sharlene Hesse-Biber, Patricia Leavy. 2005. *The Practice of Qualitative Research*, Sage Publications.

- Jones, Amelia. 2003. *The Feminism and Visual Culture Reader*, Routledge.
- Behar, Ruth. 2003. *Translated Woman: Crossing the Border with Esperanza's Story*. 2nd Edition. Boston: Beacon Press.
- Hill Collins, Patricia. 2008. *Black Feminist Thought: Knowledge, Consciousness, and Empowerment*. New York: Routledge.

Articles available online through e-journals.

Course Format

Class will be organized as a seminar. Course discussions will provide the space in which to connect readings to individual projects and to students' individual research interests. Class will include lecture, group activities, methods projects outside of class, guest speakers, and student presentations to assist us in exploring, understanding, and practicing feminist methods used within Gender and Women's Studies.

Course Requirements

1. Attendance and Participation, General Classroom Rules

This is a seminar. Active, informed participation is essential to the success of the class. You are expected to attend every class and actively participate in class discussions during class. Having different disciplinary backgrounds and personal and work experiences allows us to contribute to class in diverse and meaningful ways and we will be learning from each other, and teaching each other, throughout the semester. To be able to participate in class discussions in an informed manner and to learn from each other, readings must be completed before the beginning of the class session in which they are to be discussed and we must be respectful of others and of points of view different from our own. You should come to class every week with at least two substantive questions or points of discussion based on the readings. More than two unexcused absences will negatively affect your final grade-you will lose 3 points from your final grade for each absence beyond the second one.

Additionally, each student will assume responsibility for leading at least 1 seminar over the course of the semester. As facilitator/discussion leader, you should plan to present your own analysis of the reading for approximately 10-15 minutes, identify a number of key questions, concerns, and ideas for the group to discuss, and manage the discussion. Students will sign up for these student-led discussion days during the second week of the semester.

The student is expected to attend all scheduled class meetings and to engage actively in class discussions and group activities. Students are expected to arrive no later than the beginning of classtime and to stay seated the entire class period. Any late arrival or early departure will be considered an unexcused absence for the class. Please do not get up and leave the classroom during class; wait for the scheduled break. Violation of this policy will be considered an unexcused absence for the class.

Students will notify the instructor at the beginning of the semester (within the first week of class) in writing of any anticipated absences for the purposes of observing major religious holidays. Students who anticipate missing a class period for travel to a professional conference will notify the instructor at the beginning of the semester in writing.

Each unexcused absence will result in a 10% deduction from the final course grade.

Students must request an excused absence in writing via email no later than the end of classtime of the period they will miss.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances found to be "reasonable cause for nonattendance."

Weather Cancellation: If weather forces the cancellation of the class, students will be notified via email no later than 12:30 p.m. of the day of the class through their uky email address.

Accommodations: If you have a documented disability that requires academic accommodation, please see the instructor as soon as possible during scheduled office hours or make an appointment. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Grievance Procedure: Any student feeling that a dispute exists after the grading of any assignment or exam may submit a written grievance. This grievance should identify the item in dispute and the arguments supporting the student's position. Grievances should be typewritten and must be submitted along with the item in dispute in the first class period following the return of the assignment.

Writing Skills: Helping promote scholarship is more than simply teaching the subject matter -- all students need to improve and refine their skills in verbal and written expression. Regardless of discipline, instructors have the right -and the obligation- to expect that students use language properly in all aspects of the course. (S.R. 5.2.4.3). Writing fluency and clarity are among our considerations in grading. <http://www.uky.edu/USC/New/SenateRulesMain.htm>

Academic Integrity, Cheating and Plagiarism: Students shall not engage in cheating (a representation of the work of others as being the student's original work) or plagiarism (presenting the work of others without proper quotation or citation). The minimum penalty for cheating or plagiarism is an E for the assignment. <http://www.uky.edu/USC/New/SenateRulesMain.htm>

Students are responsible for reading the documents explaining plagiarism on the University Omsbud's website: <http://www.uky.edu/Ombud/> What is Plagarism? and How to Avoid Plagarism. Ignorance will not be a defense to this charge.

Classroom Behavior, Decorum and Civility: In addition to cheating and plagiarism, classroom demeanor is an increasingly significant problem on campus (and nationally). Students are expected to maintain high standards of classroom civility and decorum. Students shall respect the dignity of all others and positively value differences among members of our academic community. Open discussion and debate aid academic discovery and students have the right to respectfully disagree. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Equally, faculty has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Students shall not interrupt others during discussion, shall not engage in attacks of a personal nature or make statements denigrating another on the basis of sex, gender presentation, race, religion, sexual orientation, age, national/regional origin or other factors irrelevant to class discussion. Any first instance of this type of behavior shall result in a warning. Any second instance shall result in failure of the course, a grade of "E," and a request that the student not return to the classroom.

<http://www.uky.edu/USC/New/SenateRulesMain.htm>

You are responsible for getting lecture notes for missed classes from other students. I will not provide notes. Students should turn off all cell phones, pagers, pda's and other such devices before entering the classroom. Students should arrive for class on time, remain seated during the class, and not plan to leave prior to the end of class. Any disruption of class from the above will result in a 10% deduction from the final course grade.

Students may not use a laptop for note taking except with approval of the instructor and must sit in a designated seat. Any student taking notes on a laptop or other electronic device should not have any program other than the word processing program used for note taking open during class. Students using a laptop to take notes will be asked to close their laptop and will be barred from future use of that or any other device if it makes noise or if they are found to have any other program open.

Professional Preparation: Instructors in professional preparation programs have a special responsibility to assist students learn what constitutes professionalism, ethical and professional behavior and conversely, what actions and forms of behavior would be deemed unprofessional, unethical or otherwise unacceptable within the profession for which they are preparing.

<http://www.uky.edu/USC/New/SenateRulesMain.htm>

2. Observation Report: For this assignment, class will be divided into groups of three. Each group will choose a 'site' at which to do participant-observation and will convene at that site at a particular time for a 1 -hour period, and participate-observe. Each person will take their own notes and write up, separately, their notes into a brief description of what they participated/observed. This assignment has 2 goals: to allow participants a practice session of participant observation and to help us understand the differences and similarities between what different individuals 'see' in a given ethnographic situation. More detailed guidelines will be handed out in class.

3. Annotated Bibliography: This assignment will be the basis for the literature review in your final paper. Guidelines for this assignment will be handed out in class.

4. Journal Article Critique: Guidelines for this assignment will be handed out in class.

5. Life History Exercise: For this assignment, students will conduct a life history interview, transcribe parts of the interview, and write-up an analysis of the exercise. Guidelines will be handed out in class.

6. Exercise in Analyzing Popular Culture: Specifics to be determined in conjunction with the students. Possibilities include working with advertisements/commercials; film and television analysis, analysis of "material" culture (e.g. toys, clothing, etc.).

7. Writing Exercise: While clear and communicative writing will be a priority in all our work for this class, the significance of various genres of writing and the uses of writing “voice” to feminist scholars, will constitute one of our weekly topics. An appropriate exercise, decided in conjunction with the class, will be required. Among the possibilities are a short memoir or an Opinion piece (Op Ed) on an issue of importance to feminism,

6. Research Proposal and Presentation: Having tried out and read about several research methods, you are now ready to design your own research proposal. Students will work on this project throughout the semester. Guidelines will be handed out in class.

Oral presentations based on research proposals will take place during the last two class meetings (April 25 and May 2) and will each last 15 minutes. We will have time for questions and discussion after the presentations each day.

7. Grading:

Attendance and Participation	10%
Observation Report	10%
Annotated Bibliography	10%
Journal Article Critique	10%
Life History Exercise	10%
Analyzing Popular Culture Exercise	10%
Writing Exercise	10%
Oral presentation	10%
Research Proposal, final	20%

Grading Scale: A 90-100%; B 80-89%; C 70-79%; E <70%

Schedule

WEEK 1:

Introduction to the Course

What are Feminist Methods?

What is Interdisciplinary Research?

Read: Practice of Qualitative Research, Chapters 1, 2

Education Requirement for Investigators and Key Personnel Involved with Human Subjects

Research: <http://www.research.uky.edu/ori/humansubjects.html>

Students must complete one of the two human subjects training options and provide proof of completion and passing the training by Week 2. If a student does not complete the training, 25% will be deducted from the student's final grade (resulting in a failing grade for the course). If the student has previously passed one of the trainings (within the last three years), they should produce proof of the course completion or retake the training.

WEEK 2:

Overview of Feminist Epistemologies

Read: FRP 1-82

Ladson-Billings, G. 2000. Racialized discourses and ethnic epistemologies. In N. Denzin & Y. Lincoln (Eds.), Handbook of qualitative research.

Olesen, V.L. 2000. Feminisms and qualitative research at and into the millennium. In N. Denzin & Y. Lincoln (Eds.), Handbook of qualitative research.

Weston, K. 1994. "Forever is a Long Time: Romancing the Real in Gay Kinship Ideologies." In S. Yanagisako and C. Delaney, Naturalizing Power.

Gamson, J. 2000. Sexualities, Queer Theory, and Qualitative Research. In N. Denzin & Y. Lincoln (Eds.), Handbook of qualitative research.

Elaine Showalter, "A Criticism of Our Own: Autonomy and Assimilation in Afro-American and Feminist Literary Theory"

Susan Bordo, "Feminism, Postmodernism, and Gender Scepticism"

Patricia Hill Collins, "The Social Construction of Black Feminist Thought"

WEEK 3:

Ethical Issues in Feminist Research

Issues of Representation and Power

Read: Behar, Introduction and Chapter 1

Practice of Qualitative Research, Chapter 3

Bloom, "Locked in Uneasy Sisterhood..."

Salaria, "The Construction of Feminism in Unequal..."

Linda Alcoff, "Speaking for Others"

Barbara Christian, "The Race For Theory"

WEEK 4:

Feminist Interviewing, Types of Interviews

Read: FRP 111-148; Behar, Part I

Practice of Qualitative Research, Chapter 4

WEEK 5:

Feminist Ethnography

Participant Observation

Fieldwork and Feminist Research Agendas

Read: Practice of Qualitative Research, Chapters 6 and 7

FRP 187-220; Behar, Part II

WEEK 6:

Life Histories/Oral History

Discussion of Translated Woman

Read: Practice of Qualitative Research, Chapter 5

Behar, Part III, Part IV

WEEK 7:

Intersectionality and Applying Intersectional Approaches

Read: Hill Collins, chs. 2, 10, 11

Hurtado, "Sitios y Lenguas"

Internet Research
Ethnography online
Madge and O'Connor, "On-line with E-mums";
Constable, "Ethnography in Imagined Virtual Communities"

WEEK 8:
Survey Research
Read: FRP 293-328
Riggle, Rostosky, and Reedy, "Online Surveys for BLGT..."

WEEK 9: Feminist Cultural Studies
Read: Selections from *The Feminism and Visual Culture Reader*
Danae Clark, "Commodity Lesbianism"
Wahneema Lubiano, "Black Ladies, Welfare Queens, and State Minstrels"
Anne DuCille, "Barbie in Black and White"
Sonia Shah, "Tight Jeans and Chania Chorris"
Paula Gunn Allen: "Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale," from *The Sacred Hoop*

WEEK 10:
Masculinities and Men: Can men do feminist research? Is studying men feminist?
Read: Websdale, Chapter 1, 6, and Appendix;
Hautzinger, "Researching Men's Violence"
John Stoltenberg, "How Men Have (a) Sex"
Jonathan Culler, "Reading as a Woman"
Bordo, selections from *The Male Body: A New Look at Men in Public and in Private*

WEEK 11:
Popular Culture and Content Analysis
Read: Practice of Qualitative Research, Chapter 8
FRP 223-246
Messner and Montez de Oca, "The Male Consumer..."
Selections from *The Feminism and Visual Culture Reader*
Ann Kaplan, "Is the Gaze Male?"
Janice Radway, "The Readers and Their Romances"

WEEK 12:
Writing and Feminism/Feminists on Writing
Read: Selections from Nancy Aronie, *Writing From the Heart*, Hyperion, 1998
Selections from Natalie Goldberg, *Writing Down the Bones*
Jane Tompkins, "Me and My Shadow"
Nancy K. Miller, "Why Am I Not That Woman?"
Bell hooks, "Moving Into and Beyond Feminism," from *Outlaw Culture*
Gloria Anzaldua, "How to Tame a Wild Tongue"
Elaine Showalter, "Feminist Criticism in the Wilderness" from *Writing and Sexual Difference*

WEEK 13:

History and Feminist Methods

Read: Freedman, "The Burning of Letters...";

Aptheker, "Red Feminism..."

Joan Scott, selection

Nancy Cott, selection

WEEK 14:

Methodological Controversies and Debates

Topic and Readings are chosen by the students

WEEK 15:

Presentations of Research in Class

Students will be asked to read drafts of papers by other students and give comments

Final Exam Date

FINAL RESEARCH PROPOSALS DUE

References for selected readings:

Websdale, Neil. 1998. *Rural Woman Battering and the Justice System: An Ethnography*. Thousand Oaks, CA: Sage Publications.

Sagaria, Mary Ann D. 2000. "Constructions of Feminism in Unequal Relationships: A Personal Account from a North American in a Cross-Cultural Household." *NWSA Journal* 12 (1): 100-118.

Bloom, Leslie R. 1997. "Locked in Uneasy Sisterhood: Reflections on Feminist Methodology and Research Relations." *Anthropology and Education Quarterly* 28 (1): 111-122. Taylor, Verta. 1998. "Feminist Methodology in Social Movements Research," *Qualitative Sociology* 21 (4): 357-379. Myers, Daniel J. and Kimberly B. Dugan. 1996. "Sexism in Graduate School Classrooms: Consequences for Students and Faculty" *Gender & Society* 10 (3): 330-350. Hurtado, Aida. 1998. "Sitios y Lenguas: Chicanas Theorize Feminisms," *Hypatia* 13 (2): 134-162.

Riggle, Ellen, Sharon Rostosky, and C. Stuart Reedy. 2005. "Online Surveys for BLGT Research: Issues and Techniques." *Journal of Homosexuality* 49 (2).

Hautzinger, Sarah. 2003. "Researching Men's Violence: Personal Reflections on Ethnographic Data." *Men and Masculinities* 6 (1): 93-106.

Messner, Michael and Jeffrey Montez de Oca. 2005. "The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events." *Signs* 30 (3): 1879-1909.

Freedman, Estelle B. 1998. "'The Burning of Letters Continues': Elusive Identities and the Historical Construction of Sexuality." *Journal of Women's History* 9 (4): 1-11.

Aptheker, Bettina. 2002?2003. "Red Feminism: A Personal and Historical Reflection." *Science & Society* 66 (4): 519?526.

Madge, Clare and Henrietta O'Connor. 2002. "On?line with E?mums: Exploring the Internet as a Medium for Research." *Area* 34 (1): 92?102.

Constable, Nicole. 2003. "Ethnography in Imagined Virtual Communities." In *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and Mail-Order Brides*. Berkeley: University of California Press.

Additional Resources:

- Becker, Howard, 1986. *Writing for Social Scientists*. University of Chicago Press, Chicago.
- DeVault, Marjorie L., 1999. *Liberating Method: Feminism and Social Research*. Temple University Press, Philadelphia.
- Emerson, Robert M., 1987. *Contemporary Field Research: A Collection of Readings*. Waveland, Prospect Heights, IL.
- Fine, Michelle (Ed.), 1992. *Disruptive Voices: The Possibilities of Feminist Research*. University of Michigan Press, Ann Arbor.
- Gluck, Sherna and Daphne Patai, eds., 1991. *Women's Words: The Feminist Practice of Oral History*. Routledge, New York.
- Hertz, Rosanna, ed. *Reflexivity and Voice*. Sage.
- Lofland, John and Lyn Lofland. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 3rd ed. Wadsworth, 1995.
- Min-ha, Trinh. *Woman, Native, Other: Writing Postcoloniality and Feminism*.
- Reinharz, Shulamit, 1992. *Feminist Methods in Social Research*. London: Oxford University Press.
- Smith, Dorothy. *The Everyday World as Problematic*. Northeastern University Press.