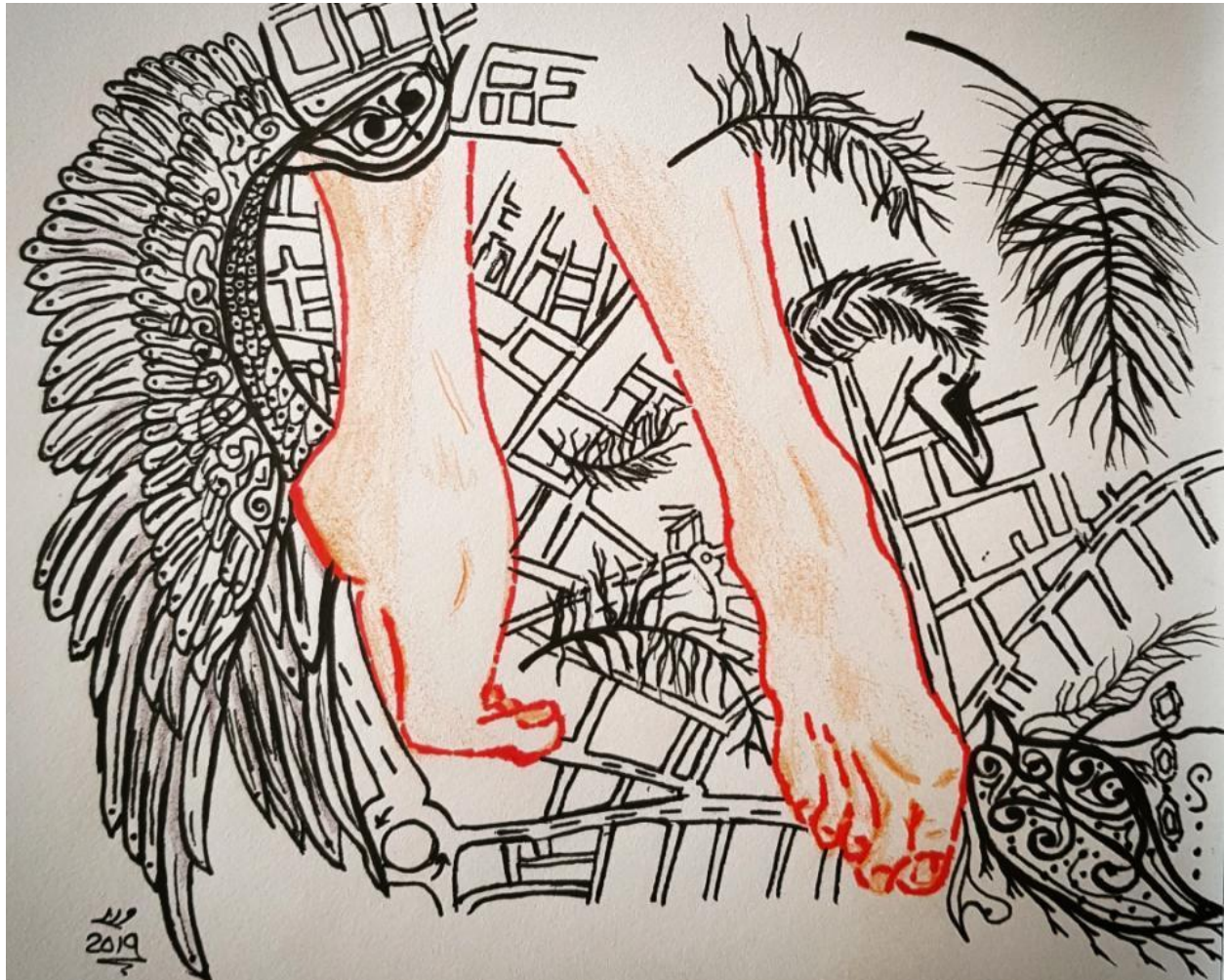


Introduction to Feminist Research in Psychology: Theory, Methods, and Practice



PSY 493 | SPRING 2020

Schedule: Monday & Wednesday 10:20 – 11:40

All Classes: 106A Berkey Hall

Instructor: Dr. Lucy Thompson

Email: aymorluc@msu.edu

Office Hours: Mondays 12:00 – 14:00

Location: Center for Gender in Global Context, International Center, Room 206

[Book an appointment via Google Calendar](#)

Overview

Psychological knowledge is largely derived from white, androcentric narratives about human behavior and its causes. Within mainstream Euro-American psychology, many theories and assumptions are still modelled on classic research, which recruited samples of mainly white, cisgender, heterosexual, middle-class men. Feminist psychology developed out of a politics of inclusion, which sought to transform this androcentric, universalized knowledge. This course explores the historic emergence of the discipline of feminist psychology through to the present day, and provides opportunities to develop practical research skills through completion of an independent research project. Specifically, the course will focus on contemporary debates within the field, moving beyond the borders of American psychology toward diverse, global feminist perspectives.

Objectives

- Develop a critical understanding of feminist psychological theory, methods, and practice.
- Gain an applied understanding of feminist research design, data collection, and analytical techniques in psychology.
- Obtain practical skills in data collection, analysis, interpretation, and reporting through completion of a research project on a topic related to feminist psychology.

Readings

We will not be using a textbook in this class. Readings consist of journal articles and selected book chapters. All readings will be posted to D2L. These readings will serve as the basis for class-based lectures, starting points for in-class discussions, and resources for research activities.

D2L Course Site

The syllabus, readings, and additional information about assignments (including grading criteria) will be posted to the D2L site. Lecture slides will be posted before each lecture.

Class Schedule

Lectures are in white; Workshops are in grey

Week	Block	Day	Date	Title	Reading
1	Introduction	M	1.6.20	Introduction to PSY493	Syllabus
		W	1.8.20	Resources and tools	
2		M	1.13.20	Introduction to feminist psychology(ies)	Capdevila & Lazard (2015) <i>Psychology of women: questions of politics and practice</i> Bohan (1993) <i>Regarding Gender: Essentialism, Constructionism, and Feminist Psychology</i> Thompson (2017) <i>Mainstreaming 'Women' without feminisms in psychology</i>
		W	1.15.20	Identifying feminist research topics	
3	Block 1: Feminist Psychology: Perspectives and Themes	M	1.20.20	No Class: MLK Day	
		W	1.22.20	Literature searching and reviewing for feminist psychologists	No set reading
4		M	1.27.20	Feminist research and practice in psychology	Mattos (2015) <i>Feminist psychology: Researches, interventions, challenges</i>
		W	1.29.20	Constructing research questions and aims	Walsh (2015) <i>Objectivity and Intersectionality</i> Wilkinson (1988) <i>The role of reflexivity in feminist psychology</i>
		Thurs	1.30.20	Assignment 1 Due at 11:59pm	
5	Block 2: Research Methodology	M	2.3.20	Feminist methodologies and approaches in psychology	Gergen (2017) <i>Qualitative methods in feminist psychology</i>
		W	2.5.20	Research design workshop: Qualitative research design	Rosenthal (2016) <i>Incorporating Intersectionality into Psychology</i>
6		M	2.10.20	Feminist research design	Rutherford, Capdevila, Undurti & Palmary (2011) <i>Feminisms and Psychologies</i>
		W	2.12.20	Research design workshop: Designing a methodological approach	Cole (2009) <i>Intersectionality and research in psychology</i>
7		M	2.17.20	Data collection: Sampling and collecting qualitative data	Evans, Elford & Wiggins (2011) <i>Using the Internet for Qualitative Research</i>

		W	2.19.20 (Mid-Semester)	Data collection workshop		
8	Block 3: Data Analysis	M	2.24.20	Data analysis 1: Thematic Analysis	Terry, Hayfield, Clarke & Braun (2017) <i>Thematic Analysis</i>	
		W	2.26.20	Thematic analysis workshop		
		Thurs	2.27.20	Assignment 2 Due at 11:59pm		
		SPRING BREAK 3.2.20 – 3.7.20				
9		M	3.9.20	Data analysis 2: Discourse analysis	Wiggins & Potter (2017) <i>Discursive Psychology</i>	
	W	3.11.20	Discourse analysis workshop	Gavey (1997) <i>Feminist Poststructuralism and Discourse Analysis</i>		
10	M	3.16.20	Data analysis 3: Discourse analysis	Arribas-Ayllon & Walkerdine (2017) <i>Foucauldian Discourse Analysis</i>		
	W	3.18.20	Analysis review workshop	Farvid & Braun (2013) <i>Casual Sex as 'Not a Natural Act'</i>		
	Thurs	3.19.20	Assignment 3 Due at 11:59pm			
11	Block 4: Interpreting and reporting findings	M	3.23.20	Interpretation: Theoretical Accounting	Willig (2017) <i>Interpretation in Qualitative Research</i>	
		W	3.25.20	Data interpretation workshop: Developing a narrative	Woolhouse, Rickett, Day & Milnes (2011) <i>'Cos girls aren't supposed to eat like pigs are they?' ...</i>	
12	M	3.30.20	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>		
	W	4.1.20	Data interpretation workshop: Getting the work out there	Leavy & Harris (2019) <i>Public Scholarship and Critical Perspectives</i>		
	Thurs	4.2.20	Assignment 4 Due at 11:59pm			
13	Communicating and presenting qualitative data	M	4.6.20	Presenting Qualitative Data	No set reading	
		W	4.8.20	Data presentation workshop		
14	M	4.13.20	Presenting research at academic conferences	No set reading		
	W	4.15.20	Presentation preparation			
15	M	4.20.20	Presentations	No set reading		
	W	4.22.20	Presentations	No set reading		

Assignments

A total of 500 points are available for this course. These points are split between four written assignments, class attendance, and a group research presentation.

Activity	Points	% of final grade
Assignment 1: Introduction & literature review	75 points	15%
Assignment 2: Methodology	75 points	15%
Assignment 3: Analysis	100 points	20%
Assignment 4: Final research paper	150 points	30%
Workshop participation (Weeks 3 - 12)	50 points	10%
Group research presentation	50 points	10%
Total	500 points	100%

Assignment 1: Introduction & Literature review (75 points)

The Introduction and literature review should be 1000 words, not including references. This assignment constitutes the first of four sections that will together comprise a research report/draft manuscript based on your research activities. The Introduction and literature review should include the following:

- An introduction to the broad topic area you chose to study
- Identification of the specific focus of the study
- Review of the literature, identifying gaps to justify the specific focus of the study
- Research aims based on gaps in the literature

Assignment 1 is due at 11:59pm on Thursday 1.30.20

Assignment 2: Methodology (75 points)

The Methodology should be 1000 words, not including references. In this section, you should provide a justification for the methodological approach you adopted, and a detailed description of the data collection process. The methodology section should include the following:

- A statement and justification of the overall research design: Why was this design the most appropriate for your study?
- Data collection approach, including detailed description of sampling criteria; ethical considerations
- Detailed description of data collection process: How/where did you find your data?
- Detailed description of the full data sample, including type of data; sources; number of units of analysis; average length of units of analysis

Assignment 2 is due at 11:59pm on Thursday 2.27.20

Assignment 3: Analysis (100 points)

The analysis should be 1500 words, not including references. In this section, you should give a description of the analytical approach, followed by a detailed description of your findings. The analysis section should include the following:

- Analytical method and steps: Give an overview of the selected analytical method (e.g. thematic analysis; discourse analysis), justification for selecting this method, and detailed description of the analytical steps, including examples from your data.
- A detailed overview of the research findings (i.e. main themes or discourses identified). This should include a brief description of the theme or discourse, followed by illustrative extracts with an explanation of how they illustrate the theme or discourse.

Assignment 3 is due at 11:59pm on Thursday 3.19.20

Assignment 4: Final research paper (150 points)

The final research paper should be 4500 words, not including references. The final research paper should include revised versions of assignment 1 (Introduction and literature review), assignment 2 (Methodology), Assignment 3 (analysis), and an additional section: Discussion of findings.

Discussion of findings

The discussion of findings section should be 1000 words. The discussion can be integrated with the analysis, or presented in a separate section. In the discussion section should present a theoretical account of your findings in relation to previous research, discussion of the implications of your findings, and recommendations for future research. The discussion section should include:

- Discussion of how your findings relate to previous research and theory, including research discussed in your literature review, to contextualize your findings in relation to previous findings.
- Consideration of the implications of these findings: For example, do your findings confirm previous research, or did you discover something new? What do your findings contribute to the field of knowledge around your chosen topic more broadly? How do your findings change understandings of your chosen topic (if at all)?
- Recommendations for future research and practice based on your findings.

Assignment 4 is due at 11:59pm on Thursday 4.2.20

Attendance (50 points)

Attendance will be graded based on workshop attendance for weeks 3 - 12. 5 points will be awarded for each workshop completed during weeks 3 - 12 (10 total).

Research Presentation (50 points)

The research presentations will be given in week 15. Presentations will be given by each group, and should present an overview of the research completed for this class. Individuals will be graded based on the overall quality of the group presentation, and therefore your group must work together to produce the presentation. Each individual group member must present at least one section of the presentation.

For the presentation, your group should prepare 6 slides containing the following information:

- Title and name of presenters
- Abstract/Overview
- Research topic, aims, and rationale (what and why?)
- Data collection and analysis: Data collection; sample information; analytical steps
- Findings: Key themes and/or discourses
- Discussion

Submitting Assignments

You should submit written assignments electronically via the relevant assignment Dropbox on D2L. Assignments are due by 11:59pm on the assignment due date. When submitting your assignments, please ensure you leave enough time to resolve technical issues. Computer problems are not a legitimate reason for lateness.

Policy on missed or late work

Assignments should be submitted to the relevant D2L assignment Dropbox by 11:59pm on the due date. Assignments submitted after 11:59pm on the day of the deadline will be considered late. If you are unable to submit work on time due to a serious medical or personal reason, please communicate and provide me with supporting documentation before the deadline for submissions passes so that I may arrange appropriate accommodations. The accommodation for sickness, with documentation from your physician, is 5 calendar days. For every calendar day (24 hours) an assignment is late without supporting documentation, 10% of the assignment grade will be deducted. Assignments that are more than 5 days late will not be accepted.

Part of your grade for this course is based on your attendance of workshops in weeks 3 - 12. If you miss a class due to medical or personal reasons, please contact me with appropriate documentation. You may then complete the activities using the in-class materials on D2L, but please see me in office hours to confirm you have completed the activities. If you are unable to participate in the research presentations at the end of the semester due to sickness or personal reasons, please contact me with appropriate documentation and, where possible, I will arrange another opportunity before the end of the semester for you to present your work.

Grading

Grade	Points
4.0	450 – 500 points
3.5	425 – 449.9 points
3.0	400 – 424.9 points
2.5	375 – 399.9 points
2.0	350 – 374.9 points
1.5	325 – 349.9 points
1.0	300 – 324.9 points
0.0	Less than 300 points

Please do not ask me to adjust your grade unless you think I have made an error in the grade calculation or reporting: It is a violation of both university policy and ethical and fair practice to ‘bump up’ grades for individual students. If you think I have made an error in calculating your final grade, please notify me immediately. I will only adjust a grade in the event that I have made an error in the grade calculation. Under no other circumstance should you email me to request an adjustment to your grade.

Accommodations for students with disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please bring this form to me in my office hours at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

You can find out more here: <https://www.rcpd.msu.edu/>

Classroom Practices

This class is built around the feminist principles of shared respect, collaboration, dignity, and safety. In class sessions and online spaces, there is an expectation that all participants will work to uphold these principles. In this class, we value each other as peers who bring unique knowledge and expertise based on our different histories and experiences, and encourage a culture of care and inclusion. We also recognize that, within and outside of academic spaces, systematic oppression excludes some whilst providing others with disproportionate privilege and power. This class provides space in which to question and challenge systematic oppression, not uphold it. With this in mind, it is our shared responsibility to:

- Ensure everyone gets the opportunity to speak
- Reflect on the assumptions we are bringing to a particular topic (and where these come from)
- Consider the systems of privilege and oppression at work in our own lives and the lives of others

In addition, some of the topics may be sensitive in nature, and may resonate with us personally, or with others. Following the principle that ‘the personal is political’, our personal experiences often resonate with others, and sharing these within comfortable boundaries can be an empowering experience. However, if there are topics in this class that you find uncomfortable, please do not feel obliged to discuss them in sessions or assignments. If there are topics that you find impossible to engage with, please talk to me so that we can arrange alternative study. **If you are triggered by any of the material or discussions in the class, remember that I am a mandatory reporter, and therefore I must report allegations of sexual assault or sexual harassment, suspected child abuse/neglect, and credible threats of harm to oneself or to others, when they involve MSU students, faculty, or staff (see *Limits to Confidentiality* below).** If you do not feel comfortable reporting to me, I can direct you to confidential support, or you can visit MSU’s [Center for Survivors](http://www.msu.edu/center-for-survivors) website for resources.

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the [MSU Police Department](#)) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

Academic Integrity

It is an expectation of this course that written assignments are the product of your own intellectual and research activities, and activities completed in classes. Although our classes encourage discussion and collaboration, it is expected that the written work you submit is a product of your own learning, and represents your own ideas or the ideas of others when cited. Assignments will be graded on various criteria, including originality and creativity in the development of ideas. Though it is useful to bounce ideas off of peers, it is not appropriate to prepare individual written assignments in collaboration with others. While I encourage good scholarly practices in academic writing and referencing in this course, I reserve the right to determine appropriate penalties for collaboration or plagiarism on individual written assignments, including the deduction of points.

Academic Honesty

[Article 2.III.B.2](#) of the SRR states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Psychology adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations.

Therefore, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

As faculty, I am required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

Turnitin

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool.

You should submit papers to Turnitin Dropboxes **without identifying information included in the paper** (e.g., name or student number), the Desire 2 Learn system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Your submissions will be retained only in the MSU repository hosted by Turnitin.

In choosing to use Turnitin in our class, I have agreed to follow five guidelines.

They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

Please ensure that you check this syllabus before asking, to make sure I have not already answered your question. If there is anything you need to know that is not included in this document, please get in touch with me and I will be happy to help.

I look forward to working with you in this course!