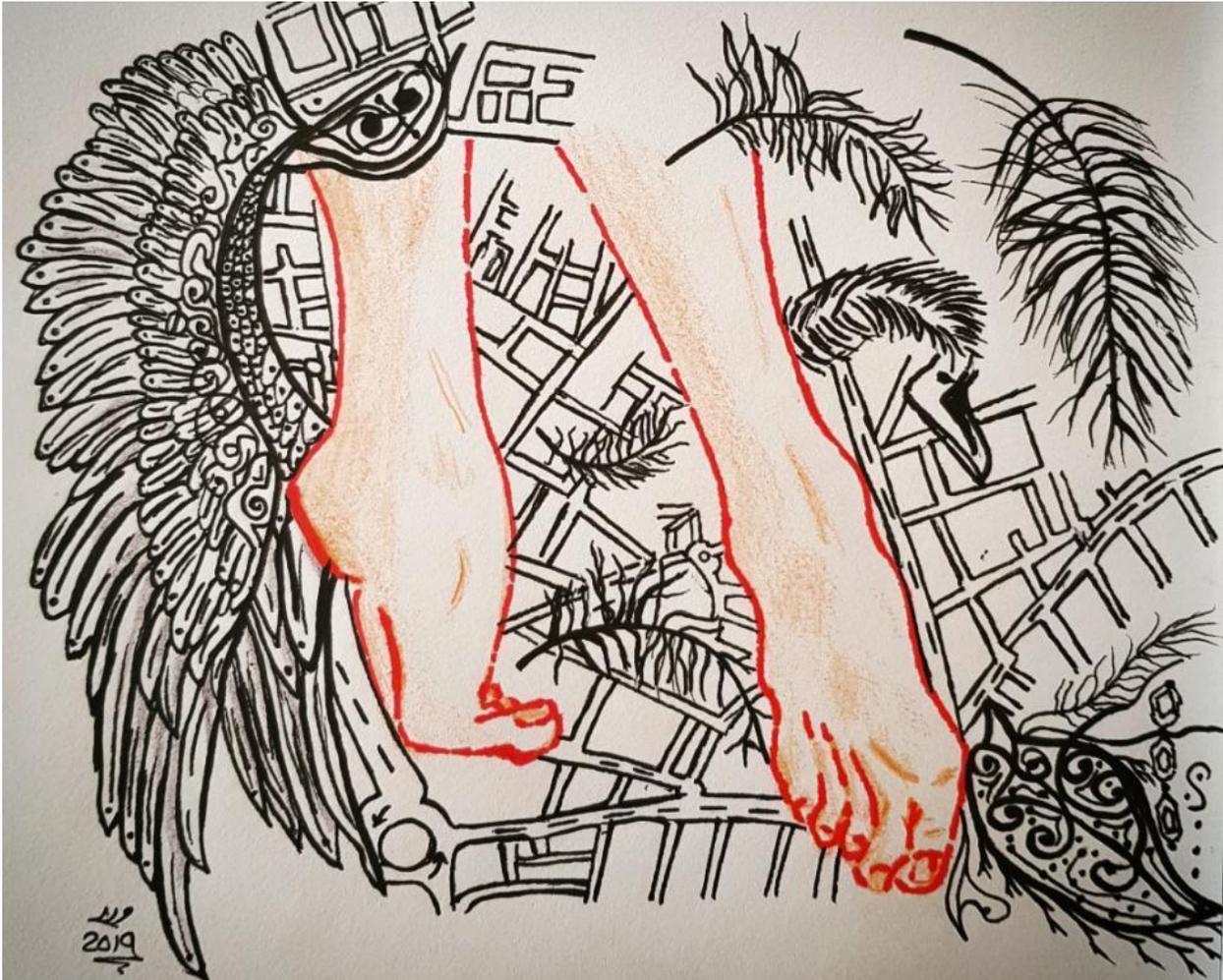


Introduction to Feminist Research in Psychology: Theory, Methods, and Practice



PSY 493 | Spring 2024

Section 007 | 3.0 Credits

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

Location: Snyder Hall C304

Professor: Dr. Lucy Thompson

Email: aymorluc@msu.edu

Office Hours: Tuesday Afternoons

Book an appointment using Dr. Thompson's Calendly link: <https://calendly.com/lucythompson/dr-thompson-s-office-hours>

Zoom information will be provided with email confirmation

Time Zone:

All times listed in the syllabus are **East Lansing, MI** time. Make sure to adjust if you are in a different time zone.

Technical Assistance:

The first week is orientation, giving you time to learn how to navigate the course. Dr. Thompson does not expect any of us to be perfect with the various forms of technology we will be using for this course. If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the D2L Help Site – <https://help.d2l.msu.edu/>
- Call the D2L Help Line – (517) 432-6200 or (844) 678-6200
- Visit the MSU Tech Support Site – <https://tech.msu.edu/support/help/>
- Call the Tech Support Line – (517) 432-6200 or toll free (844) 678-6200

E-Mail Policy:

The best way to get hold of me is email or office hours. I will answer emails during regular working hours, 8am – 5pm Monday – Friday, and not on evenings or weekends: I aim to cultivate a rich and fulfilling life outside of my work, which is just as important to me as my work!

Please use the following guidelines when communicating via e-mail:

- **First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?”**
- Use PSY 493 in the subject line. I have anywhere between 500 – 1000 students in different courses in any given semester. Using the course in the subject line makes it clear you are a student in this course asking a question.
- Please address the e-mail properly. **Use the appropriate salutation:**
 - E.g. “Hi Dr. Thompson”; “Hello Dr. Thompson”.
- Use your MSU email address only for course-related communications. This tells me you are a student at MSU in this course. It also helps to prevent e-mails from going directly to the junk folder.
- Please sign your e-mail with your full name, so I know who you are. I can't wait to get to know you, but maizeandbluearetheworst@spartans.com makes it hard for me to know who you are.
- Proofread your e-mail. Is your question conveyed clearly? Did autocorrect or ChatGPT make it sound super weird?
- Put effort into email communications. I do not use AI to answer your emails: I take the time to respond and I expect you to do the same when composing your communications with me.

- Be polite and professional. We are in a place of work. Emails are to be treated as professional communications, not like text messages with friends.
- Please check out this link, which explains how to email your professor:
<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Check your e-mail and course site regularly! During the course, I will post on the course site from time to time with important information and reminders. Please read e-mails or posts as soon as you receive them, and please set up D2L to forward course emails and announcements to your email address: Guidance on how to do this is included in the Week 1 content.

Course Webpage:

D2L (<https://d2l.msu.edu/>). The syllabus, readings, and additional information about assignments (including grading criteria) will be posted to the D2L site. Lecture notes will be posted after each lecture.

Textbook:

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 lectures and resources for research activities.

Course 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, applied research skills through completion of an independent qualitative research project. Specifically, the course will focus on contemporary debates within the field, moving beyond the borders of American psychology toward 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 qualitative data collection, analysis, interpretation, and reporting through completion of a research project on a topic related to feminist psychology.

Course Mode:

This course is in person and will meet on Mondays and Wednesdays in Snyder Hall C304.

Course Structure:

Course Structure: The course is broken up into four Blocks. Each Block will focus on a different stage of your research project.

- Before Block 1 begins, you have **2 introductory sessions** in which you will prepare to start your research projects.
- **Block 1** will then begin, with a focus on the introduction and rationale for your research project. In this block, you will establish the justification and foundation for your research project.
- **Block 2** will focus on your research design, methods, and data collection. By the end of this block, you will have designed your project and collected your data.
- In **Block 3** you will complete your data analysis.
- **Block 4** will focus on your discussion and interpretations of the findings.

See the schedule below for details and the course schedule at the end of the syllabus for specific dates and topics.

Weekly Structure: During each block, you will have a **Lecture on Monday** and a **Workshop on Wednesday**.

- **Lectures** will cover key points from the readings and there will also be a research briefing for the week.
- Starting in Week 2, you will have a **worksheet** to prepare for Wednesday's workshops. The worksheets break down the research process into small and manageable tasks.
- **Workshops** will be an opportunity to present your worksheet as a 'work-in-progress' to a small group and get peer feedback on your ideas from your professor and peers. At the end of the workshop, we will come together as a group to discuss the feedback along with any changes you are planning to make on this basis.
- You will then refine your ideas based on this feedback and submit a revised version of your worksheet via D2L on **Friday**. **See the guidance below for more on Worksheet assignments, and see the schedule at the end of this syllabus for due dates for the Worksheets.**
- At the end of each Block, you will submit a **written assignment** based on your research activities. Each assignment forms one section of a larger research paper based on your project.

Learning Activities

Each week you will be expected to complete the readings, attend lectures, participate in workshops, and submit worksheets and assignments (when applicable). **As a 3-credit, 16-week course, you are expected to spend 6-9 hours each week on course material outside of class.** This should look like 3 hours of reading and taking notes on the readings, 3 hours working on your research project, and 3 hours working on the assignments. Each week consists of an overview, topics, activities, and checklist page in D2L:

- **Overview:** This page will contain a weekly overview that will introduce the week's topics, activities, and due dates.
- **Topics:** This page will include the readings, lecture notes, and other optional media to support your learning growth during the course.

- **Activities:** This page will provide the resources you need to complete your weekly research activities, including worksheets, worksheet instructions, and assignment links.
- **Checklist:** This page will help you keep track of the weekly content and ensure you have done all expected tasks.

One of my goals is to help you find rest (maybe even some fun!) on your weekend, so the weekly structure is designed to help achieve that goal. You can use your weekend however you see fit – catching up on previous content, getting ahead on the next week’s content, or doing absolutely nothing for the course – but please know that is why **everything closes at 5pm on Fridays**.

48-hour grace period for all written assignments

While it is in your interests to complete the activities on time to keep up in this class, I understand if you are not able to complete or submit every assignment by the specified due date or time. Therefore, there is a **no-questions-asked 48-hour grace period for your written assignments, worksheets, and presentation reviews**. This provides you with an extra 48 hours (if needed) to complete your work. **You do not need to let me know** if you plan on using the grace period. This is designed to give you flexibility to finish up any remaining work and you do not need to notify me – just make sure you submit your work within 48 hours of the deadline if you plan on using this.

Please note: There is no grace period for presentations. See the course ‘Policy on missed or late work’ below for more information.

Assignments

This is a writing course. Except for one research presentation, all of the assignments are written assignments. There are no exams for this course. A total of 500 points are available for this course. These points are split between four written assignments, worksheets based on your research activities, and a research presentation/review assignment.

Activity	Points	% of final grade
Written Assignments 1-4:		
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%
Worksheets:		
Worksheet 1	5 points	1%
Worksheet 2	5 points	1%
Worksheet 3	5 points	1%
Worksheet 4	10 points	2%
Worksheet 5	5 points	1%
Worksheet 6	20 points	4%
Research Presentations and Reviews:		

Research presentation	25 points	5%
Presentation reviews	25 points	5%
Total	500 points	100%

Written Assignments

Your four written assignments constitute four sections of a research paper/draft manuscript based on your research activities. **You will receive feedback on assignments 1, 2, and 3, and then you have the opportunity resubmit improved versions with assignment 4 for credit.** Below is an overview of each assignment.

Detailed **assignment guides and rubrics** for the assignments are available in the 'Assignments' module in the D2L course site. These documents contain specific information about what to include in each assignment. **Please read these documents carefully and follow the guidance in these documents when preparing your assignments. Below are some highlights:**

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 and provide a clear rationale for the study.
- Research aims based on gaps in the literature/rationale.

Assignment 2: Methodology (75 points)

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

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

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: Overview of the selected analytical method (i.e., thematic analysis), justification for selecting this method, and a detailed description of the analytical steps, including examples from your data.
- Report of the analysis (i.e., main themes identified). This should include a description of each theme, along with illustrative extracts from the data with an explanation/interpretation to show how each extract illustrates the theme.

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/improved 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 section should present a theoretical account of the findings in relation to previous research, a discussion of the implications of the 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 research findings/knowledge on the topic.
- 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.

Worksheets (50 points in total)

Throughout the semester, you will complete 6 worksheets, which have been designed to help you carry out your research. These worksheets will provide guided activities for your research project, including identifying a research topic and focus, developing research aims, designing a sampling strategy, and completing your analysis. The worksheets break down the research process into small, manageable tasks, to support you as you learn how to complete a qualitative research project. There is no word limit for the worksheets. Worksheets will be posted in the D2L activities page for the relevant week, along with instructions on how to complete them, and you should download them directly from D2L.

Each week, you should complete as much as you can in your worksheet before the Workshop each Wednesday. In the workshops, you will present your work to your professor and peers, and they will provide feedback and ask questions about your research ideas. You will then have an opportunity to refine your ideas before submitting the worksheet. You should submit your worksheet on the specified due date. Sometimes worksheets will be due on the Friday following the workshop, whereas other weeks the worksheets will span several weeks.

Below is a breakdown of the week(s), points allocations for each worksheet. Some worksheets are assigned more points because they span several weeks. See the schedule at the end of this syllabus for all due dates.

Worksheet #	Week(s)	Points
Worksheet 1	1 - 2	5 points
Worksheet 2	3	5 points
Worksheet 3	4	5 points
Worksheet 4	5-6	10 points
Worksheet 5	7	5 points
Worksheet 6	8-10	20 points

Research Presentation (25 points)

Your research presentation should give an overview of the research completed for this class and should be submitted as a recorded presentation to the ‘Final Research Presentations’ discussion thread in D2L. Presentations should be no longer than 10 minutes. Include the title of your research project as the subject line when posting your presentation. When recording your presentation, you can use any form of recording method you like, and you are free to choose whether you would like to appear on video in your recording or record only the slides. You may use any visual method you like to present your research (e.g. PowerPoint; Prezi; Infographic), but your presentation should be *accessible* ([click this link for guidance](#)) and include the following information:

- Title of the project and name of presenter
- Research topic, aims, and rationale for the project
- Data collection and analysis: Data collection process; sample information; analytical steps
- Findings: Main themes with supporting data extracts
- Discussion and recommendations for future research

Presentation Reviews (25 points)

As part of the presentation process, you will also watch and review **2 presentations** posted by other students in the class. Peer review is a central part of academic practice, and this activity is designed to help you develop skills in this area.

IMPORTANT: You will not see the other presentations until you have posted your own presentation to the discussion thread. You must post your presentation to access the other presentations and complete your reviews.

For the presentation reviews, you should pick two presentations posted by others in the 'Final Research Presentations' discussion thread. You will then provide a review for each presentation, using the guidance in the assignment guide for Research Presentations and Reviews, which is provided in D2L. Reviews should be posted as a reply to the original presentation post.

Guidance for choosing presentations to review is as follows:

- When picking presentations to review, choose topics that are relevant to your interests or connected to your own research.
- Please only select presentations with fewer than 2 reviews. If a presentation already has 2 reviews, please choose another so that all presenters can receive feedback on their work.
- While you only need to review two presentations for this class, you may watch as many as you please if you are interested. This activity is designed to provide a similar experience to an asynchronous conference, so feel free to watch any of the presentations that interest you.

Remember: More detailed guidance on assignment content is available in the 'Assignments' module on D2L.

Submitting Assignments

You should submit assignments via the submission mode stated in this syllabus by 5:00pm on the assignment due date. Please familiarize yourself with the assignment submission procedure for each assignment in advance of the deadline. You should begin the assignment submissions process in sufficient time prior to the deadline, to allow for any technical issues to be resolved. If you cannot submit your work on time for a legitimate reason, there are several accommodations available to you, which are outlined below.

Policy on missed or late work

All assignments (except the research presentations) are due by 5pm on Friday in the week they are due. However, there is a **48-hour grace period for your written assignments, worksheets, and presentation reviews**. This provides you with an additional 48 hours (if needed) to complete your work.

You do not need to email me if you need to use the 48-hour grace period for an assignment. If you need to use the grace period, you should submit your work by 5pm on the Sunday following the due date. You are not expected to work on weekends to complete and submit assignments, but this time is available to you should you need it. Below is the detailed policy for grace periods for each assignment type, and the policy for missed or late work.

Written assignments

Written assignments should be submitted to the relevant D2L assignment drop box by 5:00pm on the specified due date. There is a **48-hour grace period** for all written assignment deadlines in this class. You do not need to email or inform me if you need to use the 48-hour grace period. Just make sure you submit the work within the specified 48-hour window.

Worksheets

Worksheets are due at 5:00pm on the specified due date via the D2L assignment drop box. There is a **48-hour grace period** for the worksheet deadlines. You do not need to email or inform me if you need to use the 48-hour grace period. Just make sure you submit the work within the specified 48-hour window.

Presentations

There is **no grace period** for presentations because other students need to access these to complete their reviews. Please work on your presentation throughout the semester to ensure that you submit your presentation on time.

Presentation reviews

There is a **48-hour grace period** for the presentation reviews. You do not need to email or inform me if you need to use the 48-hour grace period. Just make sure you submit the work within the specified 48-hour window.

Sickness and/or other approved absences:

The only circumstance in which I will grant an extension beyond the grace period is if you have an approved absence (e.g. medical; grief) with supporting documentation. You must contact me with supporting documentation before the end of the grace period if you are sick or have another approved absence. I am happy to support you. However, note that this course is fast paced and each week builds on the last, so it is very easy to get behind.

Policy for missed or late work:

If you do not reach out to me in line with the policies above, the following **late penalties** will apply:

- **For assignments with a grace period:** For each calendar day (24 hours) beyond the grace period that the assignment is late without an agreed extension, 10% of the assignment grade will be deducted.
- **For assignments without a grace period:** For each calendar day (24 hours) that the assignment is late without an agreed extension, 10% of the assignment grade will be deducted.
- **Assignments more than 5 days late beyond the grace period and/or without an approved extension will not be accepted and will be graded at zero.**

Grading Policy

The grading scale is as follows:

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

Policy on grade changes

At the end of the semester, if you believe that an **error** was made in calculating your grade, please let Dr. Thompson know. Your grade will be checked and changed if an error was made. **This is the only circumstance under which your grade will change.** Under no circumstance will your grade be “bumped”, or a special extra credit opportunity be given. Please don’t ask. **There will be no exceptions.**

Classroom Practices

This class is built around the feminist principles of shared respect, collaboration, dignity, and safety. 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 respect. 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:

- Interact in ways that demonstrate respect for others.
- Reflect on the assumptions we bring 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, and understand their impacts on our relationships with others.
- Always assume somebody else in the room may have experienced what we are discussing.

Some of the topics covered in this course may be sensitive in nature and may resonate with us personally. 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 your work. 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 affected by anything discussed in this 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](#) website for resources.

Course Climate

We are all working toward the same goals in this course! By building a strong learning community from the start, we will benefit.

- **Inclusive Environment:** MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy (https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html) and Policy on Relationship Violence and Sexual Misconduct (<https://civilrights.msu.edu/policies/rvsm.html>). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE: <http://oie.msu.edu/>.
- **Student-student interactions:** Part of being a strong group member is being a good listener, being motivating and empathetic, and providing constructive feedback. We will focus on these characteristics throughout the semester.
- **Student-instructor interactions:** If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Thompson know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing Dr. Thompson when difficulties arise during the semester so that he can help you find a solution.
- **Disruptive Behavior:** Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [SRR](#) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action."
- **Lying:** Lying is an unacceptable behavior in both personal and professional relationships. Lying to get what you want is a manipulative behavior and will not be tolerated in this course. This includes lying to get an unfair advantage in a class or assignment. Do not do this.
- **Be kind. Be respectful.**

Cheating

Any student caught cheating or plagiarizing will receive a ZERO for the course, and be reported to the University.

Academic Honesty

Any and all forms of cheating are unacceptable. Students are expected to complete quizzes, exams, and written assignments individually and without outside help. Any student caught cheating on quizzes, exams, or written assignments will receive a zero in this course. The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities ([SRR](#)) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in [General Student Regulations 1.0, Protection of Scholarship and Grades](#); [the all-University Policy on Integrity of Scholarship and Grades](#); and [Ordinance 17.00, Examinations](#). For extensive details see *Spartan Life: Student Handbook and Resource Guide*. Further information about cheating can be found on a website provided by the MSU Ombudsperson (<https://ombud.msu.edu/resources-self-help/academic-integrity>). Make sure you are familiar with MSU definitions regarding academic dishonesty. Ignorance is not an excuse.

Plagiarism

It is an expectation of this course that written assignments are the product of your own intellectual and research activities, and activities completed in class. 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.

You are expected to develop original work for this course; therefore, unless authorized, you are expected to complete all course assignments without assistance from any source (except as specified). This also means that 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. In addition, plagiarism of written work is forbidden. This includes taking the work of another individual or source and presenting it as your own. This is considered plagiarism even if the source has given you permission to use their work, or the work is in the public domain (e.g., on the Internet). Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course; and may be reported to the Office of Academic Affairs and the Office of Student Affairs. Contact Dr. Thompson if you are unsure about the appropriateness of your course work. Or, for examples of what constitutes plagiarism, see:

- <https://wts.indiana.edu/writing-guides/plagiarism.html>

Policy on Use of Generative A.I. (Artificial Intelligence)

The policy of this class is that you must be the creator of all work you submit for a grade. The use of generative AI tools (such as ChatGPT, DALL-E, etc.) is not permitted in this class; therefore, any use of

generative AI tools for work in this class may be considered a violation of Michigan State University's policy on academic integrity, the Spartan Code of Honor Academic Pledge and Student Rights and Responsibilities, since the work is not your own. The use of unauthorized generative AI tools will result in a score of 0 for the assignment.

Policy on Religious Observations

If you anticipate being unable to complete a graded portion of the course due to a major religious observance, please provide notice of the date(s) to Dr. Thompson, via email, by 1/12/24.

Note taking and recording

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may not post recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Commercialization of lecture notes and university-provided course materials is not permitted in this course.
- Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

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 email this form to Dr. Thompson 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. If you require testing accommodations (e.g., additional time.) you must contact Dr. Thompson and present your VISA **at least two weeks before the due date.**

Academic Assistance

This is a university, and you are expected to produce college level work. If you have any trouble with the material covered in class, please make an appointment to speak with Dr. Thompson, or one of the course assistants. Additionally, the university has resources to assist students, such as the Campus Tutorial Center, the Campus Writing Center, Adult Student Services, and more. A lot is expected of you, but the university wants to help you to produce your best work.

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 Counselling Center: <https://caps.msu.edu/>

This is an MSU mandate that Dr. Thompson is required to follow as MSU employees. Given this, **you should not disclose experiences of abuse or sexual violence related to MSU unless you are comfortable having this information shared with the Office of Institutional Equity.** Despite the mandate, Dr. Thompson does not want to further the culture of silence surrounding abuse and sexual violence in this class. The resources listed below can be accessed for free should you need them and are not mandated university reporters:

MSU Safe Place <http://safeplace.msu.edu/>
NCDSV <http://www.ncdsv.org/>

NRCDV <http://www.nrcdv.org/>
MCEDSV <http://www.mcedsv.org/>

NNEVD <http://www.nnedv.org/>
No More <http://nomore.org/>

RAINN <https://rainn.org/>

The Joyful Heart Foundation <http://www.joyfulheartfoundation.org/>

Futures Without Violence <http://www.futureswithoutviolence.org/>

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 drop boxes 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 read and check this syllabus before asking questions to make sure I have not already answered your question.

Disclaimer: Below is a general indication of when we will cover the topics in the course. However, as the instructor, I reserve the right to adjust this schedule according to the pace of the course and the needs of the students. This also includes making any changes that I deem necessary to the details and/or policies listed in this syllabus. Check D2L regularly to keep up with the topics. You will be given notice of any changes. Also, please know that you are responsible for keeping track of all due dates.

I look forward to working with you this semester!

Class Schedule

Lectures are in white; Workshops are in grey

Block	Week #: Dates	Class Date	Day	Topic	Reading	Assignments/Due Dates
Introduction	1: 1/8 – 1/12	1/8	Mon	Orientation - Introduction to PSY 493; Syllabus Q&A	Syllabus	
		1/10	Wed	Introduction to feminist psychology(ies)	Capdevila & Lazard (2015) <i>Psychology of women: questions of politics and practice</i> Segalo & Kiguwa (2015) <i>Through our own eyes: A conversation between two South African psychology feminist scholars</i>	
Block 1: Perspectives and Themes	2: 1/16 – 1/19	1/15	Mon	MLK Jr. Day – No Class	Research resources posted in D2L	Worksheet 1 due by 5:00pm on Friday 1/19 via D2L assignments drop box
		1/17	Wed	Research resources and tools Identifying a research topic		
	3: 1/22 – 1/26	1/22	Mon	Mainstream psychology & Feminist critiques	Thompson (2017) <i>Mainstreaming 'Women' without feminisms in psychology</i>	Worksheet 2 due by 5:00pm on Friday 1/26 via D2L assignments drop box
		1/24	Wed	Literature Search & Review: Building a rationale	Bohan (1993) <i>Regarding Gender: Essentialism, Constructionism, and Feminist Psychology</i>	
	4: 1/29 – 2/2	1/29	Mon	Feminist research and practice in psychology	Mattos (2015) <i>Feminist psychology: Researches, interventions, challenges</i>	Assignment 1 Due by 5:00pm on Friday 2/2 via D2L assignments drop box Worksheet 3 due by 5:00pm on Friday 2/2 via D2L assignments drop box
		2/2	Wed	Designing research questions and aims	Walsh (2015) <i>Objectivity and Intersectionality</i> Wilkinson (1988) <i>The role of reflexivity in feminist psychology</i>	
Block 2: Research Methodology	5: 2/5 – 2/9	2/5	Mon	Feminist methodologies and approaches	Gergen (2017) <i>Qualitative methods in feminist psychology</i>	
		2/7	Wed	Research design workshop: Principles of qualitative research design in feminist psychology	Rosenthal (2016) <i>Incorporating Intersectionality into Psychology</i>	
	6: 2/12 – 2/16	2/12	Mon	Feminist research design	Cole (2009) <i>Intersectionality and research in psychology</i>	Worksheet 4 due by 5:00pm on Friday 2/16 via D2L assignments drop box
		2/14	Wed	Research design workshop: Designing your study	Read example method sections : <ul style="list-style-type: none"> • Cosma & Gurevich (2020) • Lamb et al (2013) 	

Block	Week #: Dates	Class Date	Day	Topic	Reading	Assignments/Due Dates																																																																					
	7: 2/19 – 2/23	2/19	Mon	Data collection: Sampling and collecting qualitative data	Evans, Elford & Wiggins (2011) <i>Using the Internet for Qualitative Research</i>	Assignment 2 Due by 5:00pm on Friday 2/23 via D2L drop box Worksheet 5 due by 5:00pm on Friday 2/23 via D2L assignments drop box																																																																					
		2/21	Wed	Data collection workshop			Spring Break							Block 3: Data Analysis	8: 3/4 – 3/8	3/4	Mon	Lecture: Data Analysis: Thematic analysis	Terry, Hayfield, Clarke & Braun (2017) <i>Thematic Analysis</i>		3/6	Wed	Data Analysis Workshop	9: 3/11 – 3/15	3/11	Mon	Data Analysis Workshop	No set reading		3/13	Wed	Data Analysis Workshop	10: 3/18 – 3/22	3/18	Mon	Data Analysis Workshop	No set reading	Assignment 3 Due by 5:00pm on Friday 3/22 via D2L drop box Worksheet 6 due by 5:00pm on Friday 3/22 via D2L assignments drop box	3/20	Wed	Data analysis Workshop	Block 4: Interpreting and reporting findings	11: 3/25 – 3/29	3/25	Mon	Interpretation: Developing a theoretical account	Willig (2017) <i>Interpretation in Qualitative Research</i>		3/27	Wed	Data interpretation workshop: Developing a narrative	12: 4/1 – 4/5	4/1	Mon	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>		4/3	Wed	Presenting Qualitative Data	13: 4/8 – 4/12	4/8	Mon	Q&A for <u>Assignment 4/Presentations</u>	No set reading	Assignment 4 Due by 5:00pm on Friday 4/12 via D2L drop box	4/10	Wed	Q&A for <u>Assignment 4/ Presentations</u>	Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading
Spring Break																																																																											
Block 3: Data Analysis	8: 3/4 – 3/8	3/4	Mon	Lecture: Data Analysis: Thematic analysis	Terry, Hayfield, Clarke & Braun (2017) <i>Thematic Analysis</i>																																																																						
		3/6	Wed	Data Analysis Workshop			9: 3/11 – 3/15	3/11	Mon	Data Analysis Workshop	No set reading		3/13		Wed	Data Analysis Workshop	10: 3/18 – 3/22	3/18	Mon	Data Analysis Workshop	No set reading	Assignment 3 Due by 5:00pm on Friday 3/22 via D2L drop box Worksheet 6 due by 5:00pm on Friday 3/22 via D2L assignments drop box	3/20	Wed	Data analysis Workshop	Block 4: Interpreting and reporting findings	11: 3/25 – 3/29	3/25	Mon	Interpretation: Developing a theoretical account	Willig (2017) <i>Interpretation in Qualitative Research</i>		3/27	Wed	Data interpretation workshop: Developing a narrative	12: 4/1 – 4/5	4/1	Mon	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>			4/3	Wed	Presenting Qualitative Data	13: 4/8 – 4/12	4/8	Mon	Q&A for <u>Assignment 4/Presentations</u>	No set reading	Assignment 4 Due by 5:00pm on Friday 4/12 via D2L drop box	4/10	Wed	Q&A for <u>Assignment 4/ Presentations</u>	Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading	Presentations due by 5:00pm on <u>Wednesday 4/17</u> via D2L Discussion Thread Presentation reviews due by 5:00pm on Friday 4/19 via D2L Discussion Thread	4/17	Wed	No Class – Prepare Presentations											
	9: 3/11 – 3/15	3/11	Mon	Data Analysis Workshop	No set reading																																																																						
		3/13	Wed	Data Analysis Workshop			10: 3/18 – 3/22	3/18	Mon	Data Analysis Workshop	No set reading	Assignment 3 Due by 5:00pm on Friday 3/22 via D2L drop box Worksheet 6 due by 5:00pm on Friday 3/22 via D2L assignments drop box	3/20		Wed	Data analysis Workshop	Block 4: Interpreting and reporting findings	11: 3/25 – 3/29	3/25	Mon	Interpretation: Developing a theoretical account	Willig (2017) <i>Interpretation in Qualitative Research</i>		3/27	Wed		Data interpretation workshop: Developing a narrative	12: 4/1 – 4/5	4/1	Mon	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>		4/3	Wed	Presenting Qualitative Data	13: 4/8 – 4/12	4/8	Mon	Q&A for <u>Assignment 4/Presentations</u>	No set reading		Assignment 4 Due by 5:00pm on Friday 4/12 via D2L drop box	4/10	Wed	Q&A for <u>Assignment 4/ Presentations</u>	Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading	Presentations due by 5:00pm on <u>Wednesday 4/17</u> via D2L Discussion Thread Presentation reviews due by 5:00pm on Friday 4/19 via D2L Discussion Thread	4/17	Wed	No Class – Prepare Presentations																			
	10: 3/18 – 3/22	3/18	Mon	Data Analysis Workshop	No set reading	Assignment 3 Due by 5:00pm on Friday 3/22 via D2L drop box Worksheet 6 due by 5:00pm on Friday 3/22 via D2L assignments drop box																																																																					
		3/20	Wed	Data analysis Workshop			Block 4: Interpreting and reporting findings	11: 3/25 – 3/29	3/25	Mon	Interpretation: Developing a theoretical account	Willig (2017) <i>Interpretation in Qualitative Research</i>		3/27	Wed	Data interpretation workshop: Developing a narrative		12: 4/1 – 4/5	4/1	Mon	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>		4/3	Wed		Presenting Qualitative Data	13: 4/8 – 4/12	4/8	Mon	Q&A for <u>Assignment 4/Presentations</u>	No set reading	Assignment 4 Due by 5:00pm on Friday 4/12 via D2L drop box	4/10	Wed	Q&A for <u>Assignment 4/ Presentations</u>	Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading	Presentations due by 5:00pm on <u>Wednesday 4/17</u> via D2L Discussion Thread Presentation reviews due by 5:00pm on Friday 4/19 via D2L Discussion Thread	4/17	Wed	No Class – Prepare Presentations																													
Block 4: Interpreting and reporting findings	11: 3/25 – 3/29	3/25	Mon	Interpretation: Developing a theoretical account	Willig (2017) <i>Interpretation in Qualitative Research</i>																																																																						
		3/27	Wed	Data interpretation workshop: Developing a narrative				12: 4/1 – 4/5	4/1	Mon	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>		4/3	Wed	Presenting Qualitative Data		13: 4/8 – 4/12	4/8	Mon	Q&A for <u>Assignment 4/Presentations</u>	No set reading	Assignment 4 Due by 5:00pm on Friday 4/12 via D2L drop box	4/10	Wed	Q&A for <u>Assignment 4/ Presentations</u>	Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading	Presentations due by 5:00pm on <u>Wednesday 4/17</u> via D2L Discussion Thread Presentation reviews due by 5:00pm on Friday 4/19 via D2L Discussion Thread	4/17	Wed	No Class – Prepare Presentations																																							
	12: 4/1 – 4/5	4/1	Mon	Interpretation: Voice and representation	Leavy & Harris (2019) <i>Writing and Publishing Feminist Research</i>																																																																						
		4/3	Wed	Presenting Qualitative Data				13: 4/8 – 4/12	4/8	Mon	Q&A for <u>Assignment 4/Presentations</u>	No set reading	Assignment 4 Due by 5:00pm on Friday 4/12 via D2L drop box	4/10	Wed	Q&A for <u>Assignment 4/ Presentations</u>	Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading	Presentations due by 5:00pm on <u>Wednesday 4/17</u> via D2L Discussion Thread Presentation reviews due by 5:00pm on Friday 4/19 via D2L Discussion Thread	4/17	Wed	No Class – Prepare Presentations																																																	
	13: 4/8 – 4/12	4/8	Mon	Q&A for <u>Assignment 4/Presentations</u>	No set reading	Assignment 4 Due by 5:00pm on Friday 4/12 via D2L drop box																																																																					
		4/10	Wed	Q&A for <u>Assignment 4/ Presentations</u>			Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading	Presentations due by 5:00pm on <u>Wednesday 4/17</u> via D2L Discussion Thread Presentation reviews due by 5:00pm on Friday 4/19 via D2L Discussion Thread	4/17	Wed	No Class – Prepare Presentations																																																											
Last week of classes	14: 4/15 – 4/19	4/15	Mon	No Class – Prepare Presentations	No set reading	Presentations due by 5:00pm on <u>Wednesday 4/17</u> via D2L Discussion Thread Presentation reviews due by 5:00pm on Friday 4/19 via D2L Discussion Thread																																																																					
		4/17	Wed	No Class – Prepare Presentations																																																																							