DENISON

WGST 310
Feminist Research Methods
Spring 2026 | Knapp 202 | Professor Yao
MWF 10:30am-11:20am

Professor: Dr. Man Yao (she/her)
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Office: Knapp 210B
Office hours: Mon 2:30PM-3:30PM; Wed: 2:30PM-3:30PM; or by appointment

COURSE DESCRIPTION

This course introduces students to the theories and practices of feminist research. It does not intend to provide a comprehensive survey of research methods; rather, its emphasis is on modes of feminist inquiry and feminist methodologies. Students will engage with theoretical readings that examine the epistemological issues that underlie research in women's and gender studies, the ethical and political questions involved, and the assumptions that shape various methods. They will also apply knowledge learned to their own research projects using the *survey* method. Through the practice, students will together explore what feminist quantitative research is and how it is possible.

This course fulfills the Interdivisional (I) requirement. For the Women's and Gender Studies (WGST) major, this course is a major and minor core requirement.

LEARNING GOALS[1]

By the end of the semester, a successful student will have critically engaged with:
1. core conceptual frameworks in feminist thought, as related to epistemology, methodology, method, and research practice
2. feminist analyses of research practice, including approaches to ethics, reflexivity, and positionality

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[1] Adapted from Dr. Clare Jen.

3. feminist perspectives on research that center intersecting inequalities of gender, race, class, sexuality, citizenship status, colonization, and other systems of power
4. the relationship between feminist research principles (e.g. collaboration, participatory action) and their translation into real-life practice
5. real life concerns, or even dilemmas, that arise from the process of making knowledge claims—through citation practices, determining a research topic, designing research questions, protecting participant privacy, collecting and analyzing data, securing handwritten and digital data, interpreting experiences, to communication of findings
6. real life concerns, or even dilemmas, that emerge from negotiating relationships of power and privilege, particularly when working with marginalized populations and communities (e.g."weighing"potential benefits with harms)

By the end of the semester, a successful student will have fundamental skills in:
1. what an annotated bibliography and literature review are and how to craft one (i.e. use of library resources, data management software (e.g., Zotero), understand/analyze/evaluate existing literatures)
2. how to engage in reflexivity throughout the research process by regularly writing reflective journal entries (e.g. pre- and post- survey collection, results interpretation) and engaging in reflexive dialogue with classmates as fellow researchers
3. how to collect survey data through Qualtrics, including creating theory-driven questionnaires, sampling, and online distribution
4. how to collect demographic identities data in social surveys and weigh the pros and cons of different ways of operationalization
5. how to manage collected survey dataset and analyze quantitative data using statistical software (e.g., R&RStudio, Google Sheet)
6. how to engage with feminist ethical considerations and procedural ethics, including the Institutional Review Board process and CITI Program certification

REQUIRED TEXTS

The majority of our course readings are journal publications and book chapters that are "freely" available to Denison students via our library subscriptions. These are electronic. Assigned readings are linked to their respective class discussion day under our course modules in Canvas.

You are expected to have class readings with you in class. We will refer to texts, pages, quotations,etc. In order to be prepared, you can print out articles in hard copy (that would be a lot of paper) or, and this is my recommendation, bring your laptops or tablets to class

so that you can digitally access these readings. Importantly, when we work with digital devices in class, appropriate use of technology in class is expected.

CLASS TECHNOLOGY

- Hardware: Laptops should be sufficient.
- Data collection and analysis software (e.g., Google Sheet, Zotero, and other web-based tools) will be needed for class activities and assignments. Detailed instructions will be provided.
- Communication: Canvas and Google Drive will be the main places for course communication. I will update the syllabus as needed on Canvas, so make sure to check information on Canvas timely. Additional information and resources from class time, assignments, slides, and additional readings will be posted on Canvas or as links to Google Drive.

RESEARCH ETHICS

Ethical considerations and practices are essential in research methods training. In this course, you will complete the university's [CITI Program Modules Course](#) by **2/6 (F)** and contribute to the University IRB Human Participants Research Approval Form, submitted by **3/6 (F)**. More detail will be provided in class. Successful and timely completion of CITI Program Certification is required by the University when engaging in human subjects research. It is also a requirement for this course. For more information about IRB, go [HERE](#).

LIST OF GRADED ASSIGNMENTS

1. [Class participation](#) 10%
2. [Reading quotation & question](#) 10%
3. [Annotated bibliography](#) 5%
4. [Literature review](#) 10%
5. [Reflexive journal](#) 20%
6. [Data homework](#) 15%
7. [Group quantitative research project](#) 30%
   - Presentation 5%
   - Final paper 25%
8. [optional] Extra credit opportunities to be announced on Canvas

DESCRIPTIONS OF GRADED ASSIGNMENTS

Class participation 10%

Your presence and participation in each class is expected and valued. I will record your participation grade after each class according to the following criteria[2]:

- Preparation: Reading and reviewing any assigned materials before each class.
- Engagement: Being verbally and nonverbally engaged during class.
- Focus: Avoiding distractions during class, particularly those by the wonders of the internet.
- Collaborations: You will frequently work and discuss with partners or small groups in class sessions. I expect everyone to be a team collaborator during these sessions.
- Specificity: Referring to specific ideas from readings and prior class discussions when contributing to class discussion and/or in conversations during office hours.

Reading quotations & questions[3] 10%

Write **two questions** and identify **one quotation** from the day's readings (the day's readings as a whole, not each individual reading) to show your active engagement with the materials. These should be posted to **Canvas by 9am** on class days with assigned readings. This is a completion grade, meaning that you will receive the full points if you follow the instructions and submit in time, so you should feel free to ask your real questions and indicate your genuine interests in the readings. ==Late submissions will not be accepted for this assignment.==

- **Questions**: they should be open-ended discussion questions, instead of simple ones with answers of "yes" or "no". They could be where you did not follow or where you disagree with the authors. You are encouraged to make connections between different pieces, but not required to. Points will be deducted if there are no actual questions (i.e., a sentence that ends in a ?) in your submission.
- **Quotation**: identify one passage from the readings that you would like to discuss with the class. Include the exact text in your submission, including page or location information. If the passage is too long, you may summarize the passage but leave key sentences. You are encouraged, but not required, to explain or offer context for the passage in your submission.

Annotated bibliography[4] 5%

An annotated bibliography is a list of citations with written notes for citations, which is a building block towards writing a literature review. You will practice creating an annotated bibliography to explore relevant existing research on the chosen topic of your group.

Literature review 10%

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[2] Adapted from Dr. Lauren Klein and Dr. Sarah Supp.
[3] Adapted from Dr. Alison Kafer.
[4] Adapted from Dr. Clare Jen.

A literature review is an overview and critical analysis of existing research on a specific topic. Building upon your annotated bibliography, you will write a literature review to help you identify potential literature gaps and your specific research questions.

Reflexive journal × 3 20%
Reflexivity is the process of engaging in self-reflection in all stages of research, including one's own assumption, belief, and position. Traditionally reflexivity has been an integral part of feminist and qualitative research. In this class, we will explore and practice together how to embed reflexivity into quantitative research. You will be asked to write three reflexive essays *before, during, and after* the actual research process with prompts related to theoretical discussions we learned throughout the semester.

Data homework × 3 15%
As part of quantitative data analysis training, later in the semester include hands-on coding workshops using R to analyze a provided dataset. Short reports or coding scripts will be required to submit to document quantitative skills practiced, which will be used when analyzing your collected survey data.

Group quantitative research project 30%
From the beginning of the semester, students will form small groups to design a feminist survey research project that integrates theoretical analysis with empirical data. In the final project, groups will synthesize components you have accomplished throughout the semester and present findings from your collected survey data. You will also demonstrate your understanding of the key feminist epistemological and methodological concepts. Deliverables include a group presentation (5%) and a written paper (25%).

According to Denison's catalog,

A+:	97%+	A:	93-96.9%	A-:	90-92.9%
B+:	87-89.9%	B:	83-86.9%	B-:	80-82.9%
C+:	77-79.9%	C:	73-76.9%	C-:	70-72.9%
D+:	67-69.9%	D:	63-66.9%	D-:	60-62.9%

F: below 60

COURSE POLICIES AND EXPECTATIONS

Attendance Policy
A hallmark of a Denison education is the small, interactive, and participatory classroom situated within a residential community. Therefore, it is essential that students be present on campus and attend the classes in which they are enrolled. Attendance policies are designed to promote the success and well-being of the individual students as well as the community of learners in each class and co-curricular undertaking. For oneself and one's peers, attendance and presence on campus are vital to the Denison education.

You will have **three allowed absences** in this class. To qualify for an allowed absence, you must email me **in advance of the class;** otherwise, penalty would apply. For allowed absences, documentation must be submitted via email prior to the start of class. Allowed absences may include illness or other legitimate conflicts as outlined in the Denison catalog. Such activities might include course-related field trips, fine arts performances (but not rehearsals), and varsity sports contests (both regular season and all postseason contests, but not scrimmages or practices).

For any missed classes, you are responsible for reviewing the material covered and completing the assigned work. Beyond the three allowed absences, each additional absence will result in a **2% deduction** from your final grade.

You are also expected to be in class on time. If you are more than 10 minutes late to class without prior notice to me, you will receive one unexcused tardiness. Each unexcused tardiness will result in **1% deduction** of your final grade.

Preparation & Assigned Readings
A four-credit course requires 12 hours of work per week (four hours of classroom or direct faculty instruction and eight hours of out-of-class student work) over a period of 14 weeks of instruction plus one week of exams. Make sure to complete the readings before each class. I also highly encourage you to take reading notes as you go through them. They can be very helpful for you to concentrate during reading. Digital notes are quite popular now, and there is plenty of note-taking software you could choose. OneNote which is free through Denison student accounts is recommended. I use Notion, a flexible note-taking and project management software.

Participation
Participation in class activities and contributions to class discussions are part of your grade and crucial for your success in this class. Generally, effort is far more valuable than finding the correct answers, especially when dealing with complex issues where clear solutions may not always exist. Participation is not limited to speaking up in class. In order to get a high grade for class participation, refer to the six criteria I listed under the Graded Assignments.

Make sure to bring the required text and related notes to the class to facilitate the participation. Also bring your digital devices to the class to participate in certain in-class activities. Using digital devices for activities unrelated to the class are not allowed. Participation outside of regular class time is also expected. Significant feedback on assignments is a core component of this course. Students are expected to review instructor feedback and incorporate that into their future work.

Discussion and Communication Guidelines
This course deals with a variety of complex issues, and you might encounter differences or even conflicts in opinions either with me or with other classmates in this course. I hope

everyone in this class feels safe to express their opinions. We will also have a short workshop to work on making our own community norms in the first class.

Please keep in mind that your classmates and professor come from diverse backgrounds. Each of us should contribute to building a supportive learning community by respecting other people's opinions. Listening is always the priority. Being open-minded and willing to accept new ways of thinking are also encouraged. If you disagree with or have a different perspective with me or a classmate, please do so in an informed and respectful way.

Late Assignments
Assignments will be penalized 10% for each day that has passed since the due date (e.g. If you turn in an assignment one day late, you can only receive up to 90% of the original points. If it is two days late, you can receive up to 80% of the original points.) Assignments received after the deadline, even on the day it is due, will be considered late. Late assignments will not be accepted after the last day of classes.

Late submissions of Reading & Quotation assignments will not be accepted in this class.

Content Warning
Some content in this course may include descriptions or scenes depicting violence, war, or sexual violence, which could be triggering for some students. Please take care of yourself in these cases and prioritize your wellbeing. If needed, feel free to leave the classroom, contact Counseling and Consultation Services, or contact the professor.

Email Communication
When emailing me and sending me a Canvas message, add "WGST301" in the subject line. Properly address the message (e.g., "Dr. Yao" or "Professor Yao") and sign your name at the end of the message. I try my best to reply to your emails within 48 hours on days when the class is in session.

Generative AI Tools
The recent emergence of generative AI tools will change the process of teaching and learning in an unprecedented way, and the whole society is still figuring out the directions of these changes. I am highly aware of and understand the amount of uncertainties, confusions, and dilemmas you are facing on a daily basis under today's technological changes. As a teacher, an AI researcher, and a frequent user of these tools myself, I am also in the process of learning how we can better incorporate these tools into teaching to facilitate effective learning processes. Thus I will try my best to offer guidance on this matter based on my current knowledge and will design this course in a way that equips students with capabilities to navigate the new social and technological environment. As a

starting point, here are a few reminders you should keep in mind whenever you consider using one generative AI tool throughout this course:

- *Consult and reflect on [Bloom's Learning Taxonomy](#) and specific course goals* to identify how the usage of AI tools help you achieve your learning goals. Lots of assignments designed in this course, including reading, writing, and presenting, will help you to achieve these learning goals. If you are only using AI to increase your speed of finishing assignments, you are not working towards these goals.
- *AI generates average work.* Current research in educational technologies shows that the AI-generated work typically can only receive an average grade in a number of different assignment types.[5] To achieve excellence, substantial human knowledge and decisions are still required, which means that AI will not learn for you! To gain the knowledge and taste required to distinguish between good and bad contents, you should follow the expectations of this course to engage with the materials and make them your own knowledge.
- *AI makes mistakes and gives stupid solutions.* Related to the last point, human knowledge and experience are required to assess the credibility of AI-generated content. For example, AI is known to offer factually-wrong answers without proper sources noted. Therefore, **you should never use AI to produce your final work**. Substantial thinking and assessment are needed before you could decide whether to trust the AI-generated content.

With these reminders in mind, here are the policies regarding AI tools in this course:

- For each assignment I will indicate whether the use of AI tools is permitted. If an assignment is marked **"AI not allowed,"** do not use any AI tools for any part of that assignment (including drafting, editing, code generation, data analysis, or proofreading).
- For AI-allowed assignments, **submit a formal disclosure statement about GenAI usage**. This statement should include 1) how the AI tools were used (e.g., to generate ideas, editing language, outlining, providing summaries); 2) how the AI tools help or do not help improve the quality of the work.
- Occasionally, I will use AI tools to facilitate class activities and prepare class materials. In these cases, I will let you know and provide a model for how to appropriately credit AI contributions in our daily work. I encourage us to exchange experiences of using AI and explore the best practices for transparency and ethical use together.
- Suspected cases of unauthorized use will be considered as a violation to **Academic Integrity** and reported.

UNIVERSITY POLICIES AND RESOURCES

Academic Credit Policy
 This course adheres to Denison's Academic Credit Policy. Direct Faculty Instruction includes lecture, class discussion, library sessions outside of regular class time, use of

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[5] Bowen, José Antonio, and C. Edward Watson. *Teaching with AI: A Practical Guide to A New Era of Human Learning*. Johns Hopkins University Press, 2024.

Discussion Board (Canvas), faculty-recorded lectures or laboratory engagements, required outside speakers, detailed feedback on student writing and oral presentations, and one-on-one meetings with students.

Academic Integrity

Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity.

Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly.

Note on Technology: Unauthorized use of technology (including, but not limited to, artificial intelligence sites and translation programs) in the preparation or submission of academic work can be considered a form of cheating and/or plagiarism. Instructors may at their discretion create assignments that incorporate the use of supporting technologies and will inform students of acceptable uses of technology in their courses. It is the responsibility of the student to ask the instructor for clarification whenever they are unclear about the parameters of a specific assignment and to understand that presenting the work of artificial intelligence as your own constitutes a violation of Denison's Code. Cases of suspected inappropriate use of technology may be submitted to the Academic Integrity Board to initiate an investigation of academic dishonesty.

For further information about the Code of Academic Integrity, see http://denison.edu/academics/curriculum/integrity.

Student Accommodations

Denison University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended. Students with disabilities who believe they may need accommodations in this course are encouraged to contact Accessibility and Disability Services in the Academic Resource Center at 740-587-8060 or disabilityservices@denison.edu. Students with approved accommodations receive an accommodation letter via the MyAccommodate portal. Faculty members are copied on this communication. Students are responsible for promptly contacting their instructors to discuss specific accommodation needs within each course. Accommodations are not retroactive and should be discussed and arranged early in the semester.

Logistic arrangements for testing-related accommodations should be made at least a week in advance of an evaluation and follow the Exam Accommodation Policy.

Reporting Sexual Assault

Essays, journals, and other coursework submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required by University policy to report allegations of discrimination based on sex, gender, gender identity, gender expression, sexual orientation, or pregnancy to the Title IX Coordinator. This includes reporting all incidents of sexual misconduct, sexual assault, and suspected abuse/neglect of a minor. Further, employees are to report these incidents that occur on campus and/or that involve students at Denison University whenever the employee becomes aware of a possible incident in the course of their employment, including via coursework or advising conversations. There are others on campus to whom you may speak in confidence, including clergy and medical staff and counselors at the Wellness Center. More information on Title IX and the University's Policy prohibiting sex discrimination, including sexual harassment, sexual misconduct, stalking and retaliation, including support resources, how to report, and prevention and education efforts, can be found at: https://denison.edu/campus/title-ix.

Multilingual Learning

Students who use English in addition to other languages are welcome to use the resources available at the Multilingual Learning Office (MLO). The MLO includes Morayo Akinkugbe, PhD, the Assistant Director of Multilingual Programming and the student consultants who work with her. They are all trained and experienced in helping students address the different issues that arise when working in more than one language. If English is not your first or only language, please consider utilizing this resource, which is available to ALL Denison students. Dr. Akinkugbe and the student consultants offer a variety of support for L2 students, including consulting with you about your written language (grammar, syntax, word-choices), developing strategies to manage your reading assignments, assisting with

class conversation and presentations, and helping to devise ways to develop and effectively use all your skills in English. You can set up an appointment via https://denisonuappointments.as.me/mlo, or by emailing the Multilingual Learning Office directly at englishhelp@denison.edu.

Writing Center
Every writer–no matter the course or their experience level–needs a reader and benefits from deep conversation about their work! At the Writing Center, student consultants are eager to support you at any stage of the writing process including (but not limited to): deciphering assignment instructions, brainstorming, developing an argument, organizing your ideas, integrating research and sources, working with faculty feedback, and/or polishing a draft. Consultants, who are themselves experienced writers from a range of areas of study, are specially trained to support writing for any course or purpose from lab reports, research papers, and informal writing assignments to cover letters, personal statements, and other application materials. The Center welcomes writers from all backgrounds and levels of college preparation. Appointments can be scheduled for 25 or 50 minutes at https://denison.mywconline.com/ and take place in-person in the Atrium level of the Library (A22)

COURSE SCHEDULE AT-A-GLANCE

Class schedule and assignments subject to change.
⁺Class collective workshop topic⁺

	Topic	**Milestone**
Week 1 1/21-1/23	Course introduction; Community norms What is feminist research?	
Week 2 1/26-1/30	Qualitative vs. Quantitative divide ⁺Brainstorming research questions	
Week 3 2/2-2/6	What is a feminist quantitative method? ⁺Forming reserach group + research question journal	Submit CITI program certificate by 2/6
Week 4 2/9-2/13	⁺Starting group IRB form ⁺Zotero workshop & Primo ⁺Annotated bibliography	
Week 5 2/16-2/20	From concepts to variables & Sampling ⁺Demographic Q & Survey Q	Reflexive journal #1 due
Week 6 2/23-2/27	Feminist research ethics +Survey pilot study and feedback ⁺Group IRB form and survey Q	Annotated Bib due
Week 7 3/2-3/6	⁺Finalizing survey and IRB form ⁺Literature review assignment Course recap	Submit group IRB form by 3/3
Week 8 3/9-3/13	What are feminist "citational practices?" Feminist standpoint theory	
3/16-3/20 Spring Break 🌳🌿🌸		
Week 9 3/23-3/27	⁺Qualtrics Workshop ⁺Entering questionnaire to Qualtrics ⁺Qualtrics pilot study and feedback	
Week 10	What is reflexivity (in quantitative research)?	Publishing survey links;

3/30-4/3	+introducing pre-collection journal	Creating flyers; Social media promotion; brainstorming recruiting strategies
Week 11 4/6-4/10	Quantitative Data Analysis I. +Introduction to R and Survey Data	
Week 12 4/13-4/17	Quantitative Data Analysis II. +Producing descriptive tables & figures	Reflexive journal #2 due
Week 13 4/20-4/24	Quantitative Data Analysis III +Conduct data analysis & after-collection journal	End survey on 4/24
Week 14 4/27-5/1	Quantitative Data Analysis & Reflections Course evaluation	
Week 15 5/4	Group presentations	Reflexive journal #3 due Final paper due by 5/10

Class schedule subject to change.
* Please consult Canvas for the most updated schedule.*

1. Wed, 1/21. Introduction and Course Overview
In class: community norms discussion

2. Fri, 1/23. What is Feminist Research?
- *Before class, read:*
    - Sandra Harding, "Introduction: Is There a Feminist Method?" pp1-13 (1987)
    - Submit your questions and quotation by 9am 1/23
- *Outside of class:*
    - Start your CITI Program Certification. First, register for a CITI Program account. See [instructions](#) and more [CITI Certification Instructions](#).
    - Next, you will need to successfully complete nine required modules. This will take ~2-4 hours. Make sure you complete these 9 modules. If you don 't see these 9 modules, you are likely in the wrong course.
    - When you are done, upload your CITI Completion Certificate to Canvas. The certificate is due F 2/6 @ 10pm.

3. Mon, 1/26. Qualitative vs. Quantitative Divide (1)
- *Before class, read:*
    - (1)Oakley, Ann. 1998. "Gender, Methodology and People's Ways of Knowing: Some Problems with Feminism and the Paradigm Debate in Social Science." Sociology 32(4):707–31.
    - (2)Westmarland, Nicole. 2001. "The Quantitative/Qualitative Debate and Feminist Research: A Subjective View of Objectivity."
    - Submit your questions and quotation by 9am 1/26
- *Outside of class:*
    - Continue CITI Program Certification

4. Wed, 1/28. Qualitative vs. Quantitative Divide (2)
- *Before class, read:*
    - McCall, Leslie. 2005. "The Complexity of Intersectionality." Signs: Journal of Women in Culture and Society 30(3):1771–1800.
    - Submit your questions and quotation by 9am 1/28

- *Outside of class:*
  - Continue CITI Program Certification

5. Fri, 1/30. Collective Working Session: Brainstorming research questions
- *Before class, think about these prompts:*
  - What topics are you interested in?
  - What are some interesting papers you've read or research you've seen?
  - What topics are you passionate about?
  - What questions do you have about the world?
  - How could you answer this question? (Who would you study? Where would you study them?)
- *In class:*
  - share your thoughts on the prompts above
  - discuss: what is a good research question?

6. Mon, 2/2. What is a Feminist Quantitative Method?
- *Before class, read:*
  - (1)Williams, Jill R. 2012. "Doing Feminist-Demography." in Feminism Counts. Routledge.
  - (2)Scott, Jacqueline. 2012. "Quantitative Methods and Gender Inequalities." in Feminism Counts. Routledge.
  - Submit your questions and quotation by 9am 2/2
- *Outside of class:*
  - Continue CITI Program Certification
  - Reach out to potential group members with similar research interests

7. Wed, 2/4. Dr. Alex Hanna visits class
- [LCH event on Tue, 2/3](#): The AI Con: How to Fight Big Tech's Hype and Create the Future We Want
- *Before class, read: TBD*

8. Fri, 2/6. Collective Working Session: Forming research groups
- *Before class:*
  - Submit your CITI Program Certification by 10pm 2/6
  - Identify group members and start collaborative, participatory process of determining research topic, focus of study, research question(s)
- *In class:*
  - Each group shares their research topic, focus of study, research question(s)
  - Complete group Research Question Worksheet (due 10pm 2/9)
  - Introduce individual Research Question Journal (due 10pm 2/20)

9. Mon, 2/9. Collective Working Session: IRB Approval Form
- *Before class, read:*
    - (1)Denison's [Institutional Review Board (IRB) webpage](#)
    - (2)[List of questions in the Approval Form (read before starting the Approval Form)](#)
    - (3)[Example Responses to IRB Approval Form](#)
    - (4)[Informed Consent Form Examples and Instructions](#)
    - (5)My feedback on Canvas for Research Question Worksheet
- *In class:*
    - Discuss key components in IRB Approval Form and division of labor within group
    - Start collaborative, participatory process of filling out IRB form (this will be due by 3/3)
- Outside of class:
    - Start to search for relevant literature for your annotated bibliography
    - Continue to work on individual Research Question Journal
    - Groups work on IRB form

10. Wed, 2/11. Library Research Methods Workshop (Library B01)
- *In class*: Library Session with Stephanie Kays: How to Identify, Locate, and Digitally Manage Relevant Scholarship.
- <mark>We will meet at the library room A25 Viewing Room for this class session.</mark>
- *Before class:* Students will need to install Zotero before they arrive that day. They are welcome to set up a [15 min. appointment](#) with Stephanie (kayss@denison.edu) if they need help.
    - Installation for Zotero 7.0 here: https://www.zotero.org/
    - I also recommend [registering](#)for a web account too. This will sync with their desktop application and allow them to access their resources in case something happens to their laptop or if they want to access resources from a different device. (If you don't have a personal device or if you can't download software to your device, you can register for the web account only.)
    - Students will also need to download a Connector for it to work properly. Choose from Chrome, Firefox, Safari, or Edge, click on 'Zotero connectors for other browsers' if you don't immediately see the one you need.
    - Here's a [YouTube tutorial](#)for folks who need help installing and for those who want to start learning how to use it on their own. It's only 13 min.

11. Fri, 2/13. Collective Working Session: Annotated Bibliography Workshop

- *Bring to class*: Your own laptop, if possible, and your work thus far on your Annotated Bibliography
- *In class*: Time to work on Annotated Bibliography (due 10pm 2/27)
- *Outside of class:* Groups work on IRB form

12. Mon, 2/16 From Concepts to Variables & Sampling
- *Before class, read:*
  - (1)Quantitative Research in Contemporary Feminist Research from Theory to Practice
  - (2) Westbrook, Laurel, and Aliya Saperstein. 2015. "New Categories Are Not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys." Gender & Society 29(4):534–60.
  - Submit your questions and quotation by 9am 2/16
- *In class:*
  - Discuss concepts and potential questions included in your survey
- Outside of class:
  - Remember to work on your individual Research Question Journal and Annotated Bib
  - Groups work on IRB form

13. Wed, 2/18. Writing Survey Questions
- *Before class, read:*
  - Hart, Chloe Grace, Aliya Saperstein, Devon Magliozzi, and Laurel Westbrook. 2019. "Gender and Health: Beyond Binary Categorical Measurement." Journal of Health and Social Behavior 60(1):101–18. (This will serve as a model article for your final group projects throughout the semester)
  - Submit your questions and quotation by 9am 2/18
- *In class:*
  - Discuss readings
  - Work on creating demographic questions and survey questions in groups
- Outside of class:
  - Each group starts to work on survey questions
  - Remember to work on your individual Research Question Journal and Annotated Bib
  - Groups work on IRB form
  - Denison's Laura C. Harris Series welcomes Dr. Hadeel Assali Feb. 19, 2026.

14. Fri, 2/20. Collective Working Session: Survey Questions
- *Before class, read*
  - (1)Writing Survey Questions by Pew Research Center

- ○ (2) [Inclusive Language for Collecting Demographic Data](#) by MIT Institutional Research
- *In class:*
  - ○ Groups continue working on the questionnaire
  - ○ Resource: [Pre-Made Qualtrics Library Questions](#)
- Outside of class:
  - ○ Remember to work on your individual Research Question Journal and Annotated Bib
  - ○ Groups work on IRB form

15. Mon, 2/23. Feminist Research Ethics
- *Before class*, read:
  - ○ (1)Feminist Ethics in Contemporary Feminist Research from Theory to Practice
  - ○ (2)Oakley, Ann. 2016. "Interviewing Women Again: Power, Time and the Gift." Sociology 50(1):195–213.
  - ○ Submit your questions and quotation by 9am 2/23
- *In class*: We will discuss benefits, harms, and ways to mitigate risks
- *Outside of class*: Groups continue working on their IRB form&questionnaire (due by 10pm 3/3) and Annotated Bib

16. Wed, 2/25. Collective Working Session: Survey Feedback
- *Before class,* each group has an almost-done draft of questionnaires
- *In class:* Groups take each survey and provide feedback for each other
- Outside of class: Groups continue working on their IRB form & questionnaire and Annotated Bib

17. Fri, 2/27. Collective Working Session: IRB Approval Form
- *Before class:* each group finalizes their questionnaires based on feedback and include it in the IRB form
- *In class:* Groups continue working on the IRB form
- Outside of class: Groups continue working on their IRB form & questionnaire and Annotated Bib

18. Mon, 3/2. Final Preparations for the IRB Form
- *Before class:* each group has an almost-done draft of the IRB form
- *In class:* Groups check and finalize the IRB form
- Outside of class: Groups continue working on their IRB form by 3/3

19. Wed, 3/4. Literature Review Workshop

- Bring to class: Your laptops, if possible.
- *In class*: Literature Review Workshop; Introduce Literature Review Assignment; Look at the Literature Review section in a quantitative research paper

20. Fri, 3/6. Course Re-Cap
- *In class*: course recap & discuss Reflexive journal #1
- *Outside of class*: official submissions of IRB forms

21. Mon, 3/9. What are Feminist "Citational Practices"?
- *Before class, read:*
    - (1) Annabel L. Kim, "The Politics of Citation," pp. 4-9, Diacritics (2020)
    - (2) Jennifer C. Nash, "Citational Desires: On Black Feminism's Institutional Longings," pp. 76-91, Diacritics (2020)
    - Submit your questions and quotation by 9am 3/9
- *In class:* Discuss readings; If needed, continue collective work on our research design and IRB proposal questions and responses

22. Wed, 3/11. Feminist Standpoint Theory
- *Before class, read:*
    - Sandra Harding, "Feminist Standpoints," pp. 46-61 (2012; corrected publication date, this was 2007);
    - Submit your questions and quotation by 9am 3/11
- *In class:* Discuss readings; If needed, continue collective work on our research design and IRB proposal questions and responses
- *Outside of class*: Continue working on your literature review

23. Fri, 3/13. Literature Review Workshop
- *Before class:* complete an almost-done draft of your literature review
- *In class:*
    - Continue discussing readings
    - Read and provide feedback for group members' literature reviews; If needed, continue collective work on our research design and IRB proposal questions and responses
- *Outside of class*: Continue working on your literature review based on feedback from peers (due after Spring Break)

3/16-3/20 Spring Break 🌳🌿🌸

24. Mon, 3/23. Qualtrics Workshop
- *In class:* hands-on Qualtrics training

25. Wed, 3/25. Qualtrics Question Entry
- *In class:*
  - each group creates their Qualtrics survey and include IRB-approved information
- *Outside of class:*
  - [Denison University's Laura C. Harris Series welcomes Alondra Nelson on 3/26, 2026.](#)

26. Fri, 3/27. Qualtrics Question Editing and Feedback
- *In class:*
  - each group provides feedback for other groups and finalize their Qualtrics surveys

27. Mon, 3/30. What is Reflexivity and Positionality (in Quantitative Research)? (1)
- *Before class, read:*
  - (1) Andrew Gary Darwin Holmes, "Researcher Positionality—A Consideration of Its Influence and Place in Qualitative Research—A New Researcher Guide," pp.1-10, Shanlax International Journal of Education (2020)
  - (2) Savolainen et al, "Positionality and Its Problems: Questioning the Value of Reflexivity Statements in Research," pp.1331-1338 Perspectives on Psychological Science (2023)
  - Submit your questions and quotation by 9am 3/30
- *In class:* Discuss readings
- *Outside of class*: Continue working on finalizing Qualtrics survey which will be distributed in this week

28. Wed, 4/1. What isReflexivity and Positionality in (Quantitative Research)? (2)
- *In class:*
  - (1)Jamieson, Michelle K., Gisela H. Govaart, and Madeleine Pownall. 2023. "Reflexivity in Quantitative Research: A Rationale and Beginner's Guide." Social and Personality Psychology Compass 17(4):e12735.
  - Submit your questions and quotation by 9am 4/1
  - Introducing and working on Reflexive Journal #2
- *Outside of class*: Continue working on finalizing Qualtrics survey which will be distributed in this week

29. Fri, 4/3. Survey Final Check & Distribution
- *Before class:* finalize your Qualtrics survey and ready to be distributed

- *In class:*
    - Groups preview each other's surveys
    - Publish survey links
    - Create and post survey flyers
    - Social media promotion
    - Brainstorming other recruiting strategies

30. Mon, 4/6. Introducing Final Paper & Presentation
- *In class*:
    - Final paper & presentation instructions
    - R&RStudio installation
- *Outside of class*:
    - Recruit and Monitor survey respondents
    - Continue working on your Reflexive Journal #2

31-32. Wed, 4/8-10. Quantitative Data Analysis I.
- *In class*: Introduction to R and Survey Data
- *Outside of class*:
    - Recruit and Monitor survey respondents
    - Work on data homeworks

33-35. 4/13-17. Quantitative Data Analysis II.
- *In class*: Producing descriptive tables & figures in R
- *Outside of class*:
    - Monitor survey respondents
    - Work on data homeworks

36-38. 4/20-24. Quantitative Data Analysis III.
- *Before class*: End survey distribution by 4/20
- *In class*:
    - Start working on analysis on collected data
    - Introduce Reflexive Journal #3
    - Discuss final group paper prompts

39-41. 4/27-5/1. Quantitative Data Analysis & Reflections
- *In class*:
    - Continue data analysis on collected data and Reflexive Journal #3
    - Course evaluation

42. 5/4. Group presentations

Final group paper due by 5/10