

Course/Module Syllabus

Course title	Gender Research Methods: Identifying Research Questions and Proposal Writing (Part 1) გენდერი კვლევის მეთოდები: კვლევითი კითხვის დასმა და პროექტის წერა (ნაწილი I)
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Lecturer(s)	Prof. Joanna Regulska, Head of Gender Studies PhD program at Faculty of Social and Political Sciences, TSU; Vice President for International and Global Affairs, Rutgers, The State University of New Jersey; TSU Honorary Doctorate e-mail: regulska@gaiacenters.rutgers.edu
Course code	
Course status	1. Faculty of Social and Political Sciences
	2. Level - PhD
	3. Required
Course Objectives	This is an interdisciplinary seminar on research methods and feminist methodologies. The aim of this series of discussions and assignments is to familiarize students with the best practices of writing PhD research proposal and selecting appropriate/relevant methods that would allow you to conduct your research. We will begin by discussion of what a PhD proposal is and what it is for. We will also focus on the best practices that scholars in women's and gender studies have used. This series of discussions, meetings and feedback from your peers and faculty members, will introduce you to how research proposals are written and interdisciplinary methods used. Through these discussions and assignments students should learn why writing a good research proposal matters and why paying attention to methods improve the research we do.
Number of credits (ECTS) and hours	<ul style="list-style-type: none">) Course credits – 4 ECTS;) Contact hours with students throughout semester – 10 hours) Hours for students' independent work throughout semester – 110 hours
Prerequisites	N/A
Learning Outcomes:	<p>Knowledge and awareness: The course introduces the ways how research proposals are written and interdisciplinary methods used.</p> <p>Skills: Through these discussions and assignments students</p>

	<p>should learn why writing a good research proposal matters and why paying attention to methods improve the research we do.</p> <p>General/Transferable Skills: Students will learn how to write literature review, frame research questions and choose methods that they will use to operationalize their research questions.</p> <p>Learning Skills: The main focus will be on critical and analytical thinking. Students will learn how critical thinking differs between disciplines (based on the assigned readings) and how critical thinking applies to academic reading and writing.</p> <p>Reasoning: As a part of critical thinking focus students will learn how to synthesis the knowledge they have learned; how to structure and to present the arguments (based on the assigned readings).</p>
Course Content:	
Teaching/learning methods	<p>Requirements for this course include both the class participation (25%) and the written assignments (75%). By participation is meant as follows: students will be well prepared to thoroughly discuss your work and critique their peers draft proposals as assigned; they will be attending all seminars and workshops. Written assignments include: identifying initial bibliography, preparing literature reviews (at least two) and preparing draft research proposals.</p>
Assessment criteria	<p>Attendance and Participation: 25%</p> <p>Literature review I: 40%</p> <p>Final Essay (Literature review II): 35%</p>
Required readings	<p>Dorothy E. Smith, <i>The Everyday World as Problematic: A Feminist Sociology</i> (Boston: Northeastern University Press, 1987), Ch. 3: "The Everyday World as Problematic: A Feminist Methodology," 105-143.</p> <p>Judith Stacey, "Can There Be a Feminist Ethnography?" <i>Women's Studies International Forum</i>, Vol ii, No 1 (1988): 21-27.</p> <p>Marjorie DeVault, <i>Liberating Method: Feminism and Social Research</i> (Philadelphia, PA: Temple University Press, 1999), Ch. 4: "Talking and Listening from Women's Standpoint. Feminist Strategies for Interviewing and Analysis," 59-83.</p> <p>Mary Hawkesworth, <i>Feminist Inquiry: From Political Conviction to Methodological Innovation</i> (New Brunswick: Rutgers University Press, 2006), Ch. 8, "Intersectionality," 207-248.</p>
Additional readings	<p>Binion, V.J. (1982). Sex differences in socialization and family dynamics of female and male heroin users. <i>Journal of Social Issues</i>, Vol. 38, Issue 2, 43-57</p> <p>Buelow, S., & Buelow, G. (1995). Gender differences in late adolescents' substance abuse and family role development. <i>Journal of Child and Adolescent Substance Abuse</i>, Vol. 4, Issue 2, 27-38</p> <p>Center for Substance Abuse Treatment (CSAT). (1994). <i>Practical</i></p>

	<p>approaches in the treatment of women who abuse alcohol and other drugs (DHHS Publication No. SMA 94-3006).</p> <p>Clark, H. W. (2001). Residential substance abuse treatment for pregnant and postpartum women and their children: Treatment and policy implications. <i>Child Welfare</i>, Vol. 80, 179-198.</p> <p>Copeland, Jan. (1997). Barriers to formal treatment among women who selfmanaged change in addictive behaviors. <i>Journal of Substance Abuse Treatment</i>. Vol 14, Issue 2, 183-190.</p> <p>Floya, Antias., and Yuval-Davis, Nira. (1989). <i>Woman-nation-state</i>. New York: St. Martin's Press, 1-15</p> <p>Gelb, Joyce. (1989). <i>Feminism and Politics: A Comparative Perspective</i>. University of California Press, Berkeley Los Angeles, California. 30-136</p> <p>Brandes, Stanley. 1992. "Maize as Culinary Mystery." <i>Ethnology</i> 31(4): 331-336.</p> <p>Bentley, Amy. 2001. "Reading Food Riots: Scarcity, Abundance and National Identity." Pp. 179-194 in <i>Food, Drink and Identity: Cooking, Eating and Drinking in Europe since Middle Ages</i>, edited by P. Schölliers. New-York: Berg.</p> <p>Brom, Frans W. A. 2004. "WTO, Public Reasoning and Food Public Reasoning in the 'Trade Conflict' on GM-Food." <i>Ethical Theory and Moral Practice</i> 7(4): 417-431.</p>
Additional information	