

Course/Module Syllabus

Course title	Gender Research Methods: Identifying Research Questions and Proposal Writing (Part 2) გენდერი კვლევის მეთოდები: კვლევითი კითხვის დასმა და პროექტის წერა (ნაწილი II)
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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 – 2 ECTS;) Contact hours with students throughout semester – 6 hours) Hours for students' independent work throughout semester – 120 hours
Prerequisites	N/A
Learning Outcomes:	Knowledge and awareness: The course introduces the ways how research proposals are written and interdisciplinary methods used. Skills: Through these discussions and assignments students

	<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 their 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>Research Proposal presentation: 40%</p> <p>Final exam (Research Proposal discussion): 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>Davey, J. (1994). Young women and drinking. <i>Youth Studies</i>, Vol 13, Issue 3,28-31</p> <p>Ettore, E. (2004) Provisioning women and drug use: gender sensitivity, embodiment and reducing harm, <i>The International Journal of Drug Policy</i>, Vol 15, Issue 5, 327-335.</p> <p>Gomberg, E.S.L. (1982). Historical and political perspective: Women and drug use. <i>Journal of Social Issues</i>, Vol.38, Issue 2,9-23</p> <p>Klein, A. (1996). Pathways into Drug User Treatment: The</p>

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Lister, Ruth (1997) *Citizenship: Feminist Perspectives*, new York: New York university Press

Montgomery, Kathleen A., and Matland, Richard E. (2003). *Women's Access to Political Power in post-Communist Europe*, Oxford University Press. 3-62

Brush, Stephen B. 2001. "Genetically Modified Organisms in Peasant farming: Social Impact and Equity" in *Indiana Journal of Global Legal Studies* 9(1): 135-162.

Cleveland, David A. and Stephen C. Murray. 1997. "The World's Crop Genetic Resources and the Rights of Indigenous Farmers" in *Current Anthropology* 38(4): 477-516.

Counihan, Carole. 1997. "Bread ad World: Food Habits and Social Relations in Modernizing Sardinia." Pp. 283-295 in *Food and Culture: A Reader*, edited by edited by C. Counihan and P. Van Esterik. New-York and London, Great Britain: Routledge.

Ferguson, James and Akhil Gupta. 2002. "Spatializing States: Toward an Ethnography of Neoliberal Governmentality." In *American Ethnologist* 29(4): 981-1002.

Lammers, S.M.M and Schippers, G.M. (1991). Sex as a variable:A critical look at the place of female drinkers in recent alcool research in The Netherlands. *Contemporary Drug Problems*, 75-97

Miller, A. F. (2001). Substance abuse treatment for women with children. *Corrections Today*, 61, 88-92

Nelson-Zlupko, L., Kauffman, E., & Dore, M. M. (1995). Gender difference in drug addiction and treatment: Implications for social work intervention with substance-abusing women. *Social Work*, 40, 45-54

Pagliari, A. N., & Pagliaro, L. A. (1999). Substance use among women. Lillington, NC: Edwards Brothers

Powis, B. (1996) The Differences between Male and Female Drug Users: Community Samples of Heroin and Cocaine Users Compared, Vol. 31, No. 5 , 529-543

Ridlon, Florence V. (1988). *A Fallen Angel: The Status Insularity of the Female Alcoholic*. Lewisberg: Bucknell University Press.

Schur, Edwin M. 1983. *Labeling Women Deviant: Gender, Stigma, and Social Control*. Philadelphia: Temple University Press.

Regulska, Joanna., Lukic, Jasmina., and Zavirsek, Darja (eds.). (2006). *Women and Citizenship in Central and Eastern Europe*. Ashgate. 1-20

Yuval-Davis, Nira. (1997). *Gender and Nation*. London, Sage Publication, 68-122

Gopalan, Radha. 2001. "Sustainable Food Production and Consumption: Agenda for Action" in *Economic and Political Weekly* 36(14/15): 1207-1225.

Gumerman, George IV. 1997. "Food and Complex Societies." *Journal of Archeological Method and Theory* 4(2): 105-139.

	<p>Gugushvili, Paata. 1954. <i>Cereal Economics in Georgia and Caucasus</i>. Tbilisi, Georgia: Georgian SSR Academy of Science. (in Georgian language).</p> <p>Harris, Marvin. 1997. "The Abominable Pig." Pp. 67-79 in <i>Food and Culture: A Reader</i>, edited by C. Counihan and P. Van Esterik. New-York and London, Great Britain: Routledge.</p> <p>Heath, John R. 1987. "Constraints on Peasant Maize Production: A Case Study from Michoacan." <i>Mexican Studies</i> 3(2): 263-286.</p> <p>Hughes, Marvalene H. 1997. "Soul, Black Women, and Food." P.p. 272-280 in <i>Food and Culture: A Reader</i>, edited by C. Counihan and P. Van Esterik. London, England: Routledge.</p>
Additional information	<p>Students should prepare a 3 page research proposal. The following structure should be adhered:</p> <ol style="list-style-type: none"> 1) What is the central idea of the research? What is the main argument? 2) How this idea fits into the literature in the area (and which the students have been reading over the last several months)? 3) Why this idea is important? 4) Which methods will the student use and why do they believe these methods will be the best to explore the central argument? 5) Although students will not have conclusions at this time, they will be asked to briefly outline the next steps --- the further research that may/should be conducted to further advance the research conducted as a part of the dissertation.