DPLS 779 Feminist Research Ethics

Summer 2016 | 2 Credits
Tuesday 6-10pm | Tilford 107

Professor: Dr. Sara Díaz
Office Hours: Please email for appointment
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❖ Course Description ❖

In this course we will discuss, analyze, and apply feminist approaches to research ethics. First we will examine the basic principles of feminist research. Then we will reflect on the history of research abuses in the social and biomedical sciences with particular emphasis on gender and race. We will study both mainstream and feminist responses to that history. Next we will investigate some ethical problems that arise in feminist research and survey critiques of mainstream and feminist approaches to research ethics. Finally, we will investigate two alternative ethical frameworks advocated by feminists: 1) Phronetic and 2) Decolonial research methods.

We will use the 1979 Health and Human Service Department statement on research ethics, known as the Belmont Report, as a starting point for our discussions. An exploration of the Belmont Report's ethical mandates of respect for persons, beneficence, and justice and their application in the form of informed consent, risk assessment, and subject selection will be woven throughout the course.

❖ Course Objectives ❖

• Students will learn the basic objectives of feminist research.
• Students will identify and analyze feminist critiques of the three pillars of research ethics: respect for persons, beneficence, and justice.
• Students will develop their knowledge of ethical problems within feminist research.
• Students will learn the basic principles of phronetic and decolonial feminist research ethics frameworks.
• Students will be able to identify potential ethical problems from a feminist perspective in their own research agenda.
• Students will apply the phronetic and decolonial research models as ethical frameworks to their own research questions.
Required Texts

The following books are available in the Gonzaga bookstore:


Additional required readings are posted on Blackboard on the “Schedule” page.

Grading

Grades will be updated and published periodically via Blackboard. Your written work will be evaluated using the DPLS Course Paper rubric.

20% Participation in class discussion
20% Synthesis Papers (5% each)
50% Statement of Ethics
10% Presentation

Synthesis Paper

There will be four synthesis papers due over the course of the semester (see schedule). In this paper you will synthesize the readings assigned for that day. Unless otherwise specified in the assignment description on Blackboard, you will identify the thesis, arguments, evidence (if applicable), and key assumptions for each of the authors. What I am assessing in these papers is your ability to place the authors in conversation with one another and draw some general conclusions grounded in the readings pertaining to the central topic(s) for that week. These papers should be long enough to achieve these goals. Length will depend on your ability to concisely describe the author's arguments and relate them to one another. However, these papers aren't meant to be exhaustive, but instead should serve as a starting point for weaving the key ideas presented in the readings together. Suggested word count: 900-1500 words. Papers are due on Blackboard before the start of class each Thursday.

Statement of Ethics

In this paper you will outline the potential ethical problems pertaining to gender, race, or other social power differentials that may arise in relation to your own research. Then, using the texts from the course, you will develop a plan to address these ethical problems in your research. The paper will be 15-20 pages in length and will use the style of your choice (APA, MLA, CMS, etc). This will be your principle work product for the course and will represent 50% of your final grade.
A working draft of the paper will be due on Blackboard three days before our last class meeting. In addition to the assigned readings you will read your classmate’s statements and be prepared to discuss them on the last day of class. You will be allowed to incorporate feedback in your final draft which will be due on 7/17.

❖ Presentation of Ethical Statement ❖

In our final class session you will present your ethical statement to the class. You may use media to supplement your presentation but you are not required to do so. Be prepared to discuss your statement with the class. If there are questions you have been unable to address, pose them to your classmates.

❖ Goals & Self-Evaluation ❖

Because many of our learning objectives center on reflection, I ask each student to write goals at the beginning of the semester and complete a short final evaluation. These are ungraded but required. Instructions will be posted on the class website.

Goals are due on 6/17 by 11:59 pm. Your final self-evaluation is due (7/17) at 11:59 pm. Each of these assignments will be submitted online on Blackboard.

❖ Schedule ❖

Topics, readings, and due dates are listed below. If a reading is preceded by “BB,” it will be found on Blackboard on the “Schedule” page.

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<th>Session</th>
<th>Reading</th>
<th>Assignment</th>
<th>Topic</th>
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<tbody>
<tr>
<td>T 6/14</td>
<td>Hesse-Biber - Ch. 1-4</td>
<td>Synthetic Paper</td>
<td>*Introduction to Feminist Research and Feminist Research Ethics</td>
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<td>T 6/28</td>
<td>Flyvbjerg: Ch. 1, 5, 7, 8, 9, and 11 required. Ch. 2, 4, and 10 optional. BB - Eubanks</td>
<td>Synthetic Paper</td>
<td>*Introduction to Phronesis: Practical Wisdom (Values, Knowledge, Power Analysis) *Feminist Phronesis</td>
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<td>Session</td>
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<td>T 7/5</td>
<td>LT Smith Selections</td>
<td>Synthetic Paper</td>
<td>*Criticalisms of feminist research ethics: Power Relations</td>
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<td>TBD</td>
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<td>*Decolonial research methods</td>
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<td>BB - Lugones &amp; Spelman</td>
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<td>BB - Patai</td>
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<td>T 7/12</td>
<td>BB - Alcoff</td>
<td>Presentation of Ethical</td>
<td>*Advanced Problems: Voice &amp; Reflexivity</td>
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<td>BB - A Smith</td>
<td>Statement in class</td>
<td>Applying feminist research ethics to student’s research projects</td>
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❖ Expectations and Policies ❖

Email

Due to the volume of email I receive, I require that students write “DPLS 779” in the subject line of all email you send to me. If you do not do this I may not see your email or respond promptly. Course related emails will be sent to your Gonzaga email account.

Attendance

Because our time together is short, attendance of all five sessions is required. If you must miss a meeting due to an emergency please contact me as soon as possible.

Academic Citizenship

This course is framed using feminist, anti-racist theories, methods, and political praxis. As part of the GU and Jesuit commitment to honing critical thinking and becoming people for others, I invite students to practice their own feminist theorizing in this course. Each member of the class is expected to be critical and thoughtful, but no one is required to become a “feminist.” Our responsibility is to read closely and lovingly, demonstrate an understanding of a theorist’s arguments and assumptions, and critically reflect on why we agree or disagree with the thesis.

I take GU’s Academic Citizenship policy very seriously. You may review the policy here: http://www.gonzaga.edu/catalogues/15-16-catalogue/graduate/07_academic_citizenship.asp.

Accommodations

Please let me know as soon as possible if you require accommodations of any sort. This includes physical, learning, and/or mental health difficulties. I can work with Disability Resources, Education, & Access Management (DREAM) to provide what you require. I am very willing to take suggestions specific to this class to meet your needs. The DREAM office can be contacted at disability@gonzaga.edu or by phone at 509-313-4134. More information on support at Gonzaga may be found on the DREAM website at: http://www.gonzaga.edu/DREAM
Course Bibliography


