

Cultural Methods: Gender, Politics and Power

St. Louis University:

POLS 5010-01 and WSTD 4010-01

Dr. Robert A. Strikwerda – Fall 2015 / Thurs. 4:20-6:50 / McGannon 122

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Gender, politics, and power are pervasive in our lives, our society, our culture. But how do we go beyond our everyday understandings (and misunderstandings) of these cultural phenomena? How do we investigate these often nebulous, yet often powerful matters in a systematic fashion?

This course is designed for learning several methods of studying aspects of gender, politics, and power as they are culturally learned, expressed, structured and reproduced. We concentrate on a major category of methods also called 'qualitative methods', as distinct from 'quantitative methods'. These are studied in terms of their larger philosophic (epistemological, ontological and ethical) context; students are to develop their own research ethic in terms of which they understand and apply these methods.

The major emphasis will be learning by doing, with small research exercises, and by examining illustrative examples of research. The coursework culminates in the writing of an extensive research proposal, which incorporates some previous exercises, and also a personal research ethic statement. A number of SLU practitioners will visit the class to discuss their social science research. We will also examine certain philosophic and theoretical underpinnings of these methods and the ethical aspects of research with 'real' people.

Objectives:

1. Knowledge of a variety of common cultural (or qualitative) methods,
2. Application of several methods to appropriate material, in some case pre-selected,
3. Knowledge of the history of and philosophic presuppositions of these and other social science methods (history and philosophy of social science),
4. Knowledge of ethical issues and passing the IRB CITI SBR research ethics examination,
5. Knowledge and application of relevant scientific literature / database research skills,
6. Writing of a research proposal.

Dr. Miriam Joseph, Pius Library research librarian who will be working closely with us.

Texts: Carol A. B. Warren and Tracy Xavia Karner. *Discovering Qualitative Methods*.

Third ed. Oxford U Press, 2015. [\[WK\]](#)

For POLS 5010 only: Steven Lukes *Power: a Radical View*. Second edition.

Additional readings to be accessed or posted on Blackboard [BB].

Requirements, Assignments (And Percentage of Final Grade):

Attendance and Participation (WGST 10 % / POLS 5010 5%): Regular, engaged attendance and participation is necessary to have an enjoyable, productive class. Most, if not all, classes will include student discussion. Thus, you are expected to come to class prepared and able to discuss assigned readings. More than two absences will count against your grade. Only in cases of long-term illness or similar will excuses be considered.

Laptops, PDAs, cell phones and the like: For the first half of class you may use these to take notes, record assignments and the like. Otherwise put them aside.

Responses / Reflections: (25 %) Various typed, relatively short pieces -- Save them and resubmit in final portfolio. These include:

Blackboard Blog response

Key points and Questions for readings and visitors (see below)

Thick Description of social interaction at a site to be selected

Woman U.S. Circuit Court of Appeals Transcript codings and memos

Library preparation search record

We will meet at Pius Library with Dr Miriam Joseph to learn about research resources, and to improve our research techniques. Your library assignments are included under this category.

"Research Ethics Test" (5 %): Students must take the SLU sponsored IRB CITI Social & Behavioral Research ethics online test . To receive any credit they must receive a score of 80% or better.

Article Outlines (5% for POLS 5010) Graduate students must prepare one to two page outlines of assigned articles, and of one research academic journal, Approximately ½ to 2/3s bullet point summary and remainder for questions for discussion.

Research Proposal (50% of course grade): This consists primarily in a paper which will present, briefly, some important political science or women's studies issue and, more extensively, a research plan proposing to study some aspect of that issue using the methods covered in this class. You will not actually have to carry out the study for this class; if you are able to do so next semester or year I will help you as far as I am able. Proposals from graduate students will have more extensive theoretical discussions and literature reviews. See descriptions for different course numbers on BB. Preparatory assignments such as rough drafts, an annotated bibliography and a presentation to the class at our exam period will count at least 5% of the paper grade). Preparedness and timely submission of preparatory elements count.

Social Standpoint Statement (10 %): a personal statement about your approach and motivations concerning your discipline, to research philosophy, and your research proposal area, covering issues such as social change, objectivity, religious values, and the like.

Visitors to Class : Drs. Ellen Carnaghan (Political Science), James Gilsinan (Political Science and Public Policy) and Chryl Laird (Political Science & African-American Studies) will be speaking with the class, as well as Rachel Millinger from SLU IRB on research ethics.

All students read all of the visiting professors' assigned readings, and come ready to discuss their work. In addition, each grad student and specified undergrads will be assigned to develop and send me (24 hours in advance; to be forwarded to the professor) 4 or more questions or topics to discuss, and come to class ready to ask these questions.

REQUIREMENT SUMMARY	WGST UG	POLS Grad
Attendance and Participation	10	05
Responses / Reflections	25	25
CITI IRB Test	05	05
Journal / Article Outlines	---	05
Social Standpoint Statement	10	10
Proposal	45	45
Poster / Oral Presentation & Preparatory Work	05	05
TOTAL		

Arts & Sciences Grading Scale (effective Fall 2005)

The A & S Grading Scale can also be accessed at: <http://www.slu.edu/x6352.xml>

93 + = A = 4.0	C+ = 2.3
90 – 92 = A- = 3.7	C = 2.0
87 – 89 = B+ = 3.3	C- = 1.7
83 – 86 = B = 3.0	D = 1.0
80 - 82 = B- = 2.7	F = 0.0

Statements on Academic Integrity and Honesty & Disability Services on portion as posted on Blackboard.

Academic Integrity and Honesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>

Disability Services

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.