

Sociology/WGSS 425
SOCIOLOGY OF GENDER
Fall 2018
Tuesdays 2:00-3:50
Cramer Hall 150

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Office hours: Tuesdays 12:00-2:00

COURSE DESCRIPTION

Consideration of the theoretical, methodological, and empirical contributions of current sociological scholarship on gender. Emphasis on the intersection of gender, sexuality, race/ethnicity, and class. Analysis of topics such as: masculinity/femininity, parenting, family, education, work, sexualities, reproduction, politics, and social change.

This course is “hybrid” with reduced face-to-face time. Outside of classroom time, students will read course material, conduct field research, write field notes, and write an ethnographic research paper.

COURSE REQUIREMENTS

See additional guidelines for assignments attached to the syllabus.

In-class assignments (40 points): We will regularly have in-class individual writing assignments. The in-class assignments will focus on the readings assigned for the day and/or material presented in class. Failed or missed assignments cannot be rewritten or made up at an alternative time; however, the two lowest assignment grades will be dropped. Exceptions for making up assignments may be made in the cases of more than two missed assignments due to documented excused absences; however, this is at the instructor’s discretion.

Identify your field site (5 points): You will submit an assignment that identifies your field site. You must have your field site approved before beginning your observations. Submit via D2L.

NIH human subjects research training (5 points): You will complete the NIH human subjects research training online before starting your field work. No subsequent assignments will be accepted if you do not complete the human subjects training. In order to get credit, you must send your certificate of completion via email to the IRB (hsrrc@pdx.edu) and cc Maura (maura@pdx.edu); the subject line of the email should be “CITI training for IRB protocol #153548.”

Field notes 1 (5 points): By the end of week 4, you must conduct at least 8 hours of observation in your site and write at least 3,000 words in your field notes. Submit via D2L.

Field notes 2 (5 points): By the end of week 8, you must conduct at least 20 hours of observation in your site and write at least 8,000 words in your field notes TOTAL. Submit via D2L.

Abstract (5 points): You will write a 150-200 word abstract for your final paper. Submit via D2L.
Outline final paper and meet with TA (5 points): An outline of your final paper is due via D2L at the start of week 10. At a minimum, your outline must include top level headings (introduction, methods, findings, and discussion) and subheadings for the 3-5 sections of the findings. Each of the sections of the findings must also include a brief description of the section and 2-3 examples from your field notes. You will meet with your TA during week 10 at a mutually convenient time.

Final paper (30 points): For the final paper, you will write a paper based on your ethnographic field work. Papers must be between 3500 and 7500 words (equivalent to approximately 14-30 double spaced pages). For the grade for this course, students will be evaluated on the quality of the work, not the length of the paper. Submit via D2L.

POLICIES

Required Readings: All reading selections are available for free online or are held by the library. If you cannot access the readings held by the library through the links provided, navigate to the readings from the library homepage or from a google scholar internet search.

Note on course content: Readings and discussions for this course may cover controversial topics related to bodies, sexual practices, pornography, sex work, abusive relationships, sexual assault, gender minority (e.g. transgender and non-binary) and sexual minority (e.g. gay, lesbian, bisexual, queer) identities and experiences, and other topics related to gender and sexualities that some students may be uncomfortable reading and discussing. If you have concerns about the course content generally or any specific topics we may cover, please see the instructor at the start of the term.

D2L: We will use D2L extensively in this course. It is your responsibility to be able to access D2L.

- *Course content:* The syllabus, week 1 lecture slides, IRB materials, assignment templates, and other course material will be posted to D2L.
- *Assignments:* Students will submit all written assignments via the assignments feature of D2L. Guidelines for the writing assignments are included in the syllabus.
- *Grades:* See grades for all assignments with the grades feature.

Email: The instructor and TAs regularly communicate with the class via PSU email so be sure that you are receiving our emails. It is your responsibility to check your email daily during the school week and respond in a timely manner. In emails to the instructor and TAs, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email addresses on the first page of the syllabus. The instructor and TAs will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

Academic Honesty: You are expected to demonstrate complete academic honesty. All work for the course must be completed independently. Please refer to the Student Conduct Code for more

detailed information on PSU policies. Cheating or plagiarism will result in failing the assignment and will be reported.

Plagiarism: If you use a direct quote (i.e. someone else's words), you must include it in quotation marks and cite the source, including author(s) name(s), the date of publication, and the page number. If you summarize or paraphrase an idea from another person, you must cite the source, including author(s) name(s) and the date of publication. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

Laptops/tablets/e-readers: If you prefer to read electronic versions of the readings, you may bring these devices to class to reference the readings during in-class assignments and class discussions. You may also use these devices to take notes in class. However, if you use your device for non-class purposes, you will be asked to put away your device.

Classroom Conduct: You must demonstrate the highest level of respect for your peers and for the instructor and TAs. All points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups will not be tolerated. We will practice "calling in" in this course. Behaviors that are distracting to your peers and to the instructor are not acceptable (e.g. coming in late, packing up or leaving early, using electronic devices for non-class purposes, and having side conversations).

Guests in class: The instructor does not allow people under age 18 to attend class. If you would like to bring a guest to class who is over 18, please ask the instructor in advance.

Cancelled Classes: In the case of inclement weather or other emergencies, please refer to the PSU web page: <http://www.pdx.edu/>. In the event that the instructor has to cancel class, she will email the class as soon as possible. If the instructor has not arrived to class 10 minutes after the scheduled start time, consider class cancelled for the day.

Absences: In the event you are absent from class, it is your responsibility to ask a classmate for notes, announcements, and any other missed material. If you have any questions *after* you have checked with a classmate, please see the instructor before or after class or during office hours.

Late assignments: Late assignments will be penalized at 10% per day late and late assignments will not be accepted after seven days (final papers will not be accepted after Friday of finals week at 5pm).

Students with Disabilities: Students with disabilities who may require accommodations are encouraged to contact the PSU Disabilities Resource Center (DRC) and the instructor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their website at <http://www.pdx.edu/drc>.

Title IX reporting: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual

harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

COURSE OUTLINE

You are required to complete the assigned readings before class on the day they are due. Links to readings held by the library are included in the syllabus. If you cannot access a reading through the link, you are responsible for navigating to the reading from the PSU library homepage. You are strongly encouraged to bring the readings to class, either in hard copy or on an electronic device (e.g. laptop, tablet) with the readings on the screen at the start of class. You should refer to your copy of the readings to complete in-class writing assignments and to participate in class discussion.

Week 1: Feminist theory

Tuesday September 25 (Note: complete readings prior to first class)

- West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125-151. [LINK](#)
- Trautner, Mary Nell. 2005. "Doing Gender, Doing Class: The Performance of Sexuality in Exotic Dance Clubs." *Gender & Society* 19(6):771-788. [LINK](#)

Sunday September 30

- Identify your field site (5 points). Submit via D2L by midnight.
- Complete NIH training (5 points). Submit confirmation of completion via email to Eve Chapman at the IRB (rmc4@pdx.edu) and cc Maura (maura@pdx.edu) by midnight.

Week 2: Feminist research

Tuesday October 2

- Kelly, Maura. "Putting Feminist Research into Practice" in *Feminist Research in Practice*. [LINK](#) (note: available via D2L)
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. "Chapter 3" in *Writing Ethnographic Field notes*. University of Chicago Press. [LINK](#) (note: search for "Kelly" then and navigate to the Emerson chapter on library reserve)
- Make your first visit to your field site before class on Tuesday October 2 if possible

Week 3: Gendered bodies

Tuesday October 9

- Wade, Lisa. 2013. "The New Science of Sex Difference" *Sociology Compass* 7(4):278–293. [LINK](#)
- Hutson, David J. 2016. "Training Bodies, Building Status: Negotiating Gender and Age Differences in the U.S. Fitness Industry" *Qualitative Sociology* 39(1):49-70. [LINK](#)

- Meeting with TAs in class on Tuesday October 9. Bring questions or issues related to field work or the field notes 1 assignment
- Continue field work and write field notes (8 hours total by end of week 4)

Week 4: Masculinity

Tuesday October 16

- Suh, Stephen Cho. 2017. "Negotiating Masculinity across Borders: A Transnational Examination of Korean American Masculinities" *Men and Masculinities* 20(3): 317-344 [LINK](#)
- Silva, Tony. 2017. "Bud-Sex: Constructing Normative Masculinity among Rural Straight Men That Have Sex with Men" *Gender & Society* 31(1): 51-73. [LINK](#)

Sunday October 21

- Submit field notes for weeks 1-4 (5 points). Submit via D2L by midnight.

Week 5: Femininities

Tuesday October 23

- Apesoa-Varano, Ester Carolina. 2018. "From Shame to Dignity: Elderly Women, Depression, and the Feminine Self" *Sociological Perspectives* [LINK](#)
- Yavorsky, Jill E. 2016. "Cisgendered Organizations: Trans Women and Inequality in the Workplace" *Sociological Forum* 31(4):948-969. [LINK](#)
- Meeting with TAs in class on Tuesday October 23. Bring questions or issues related to field work or field notes 2 assignment.
- Continue field work and write field notes (20 hours total by end of week 8)

Week 6: Sexualities

Tuesday October 30

- Stone, Amy L., and Eve Shapiro. 2017. "'You're Really Just a Gay Man in a Woman's Body!' The Possibilities and Perils of Queer Sexuality" *Men and Masculinities* 20(2): 254-272. [LINK](#)
- Barcelos, Chris. 2018. "Culture, Contraception, and Colorblindness: Youth Sexual Health Promotion as a Gendered Racial Project" *Gender & Society* 32(2): 252-273. [LINK](#)
- Continue field work and write field notes (20 hours total by end of week 8)

Week 7: Family

Tuesday November 6

- Lindemann, Danielle J. 2018. "Doing and Undoing Gender in Commuter Marriages" *Sex Roles* 79(1-2):36-49. [LINK](#)
- Randles, Jennifer. "'Manning Up' to be a Good Father: Hybrid Fatherhood, Masculinity, and U.S. Responsible Fatherhood Policy" *Gender & Society* 32(4): 516-539. [LINK](#)
- Continue field work and write field notes (20 hours total by end of week 8)

Week 8: Work

Tuesday November 13

- Gurusami, Susila. 2017. "Working for Redemption: Formerly Incarcerated Black Women and Punishment in the Labor Market" *Gender & Society* 31(4): 433-456. [LINK](#)
- Seeley, J.L., 2018. "'Show Us Your Frilly, Pink Underbelly': Men Administrative Assistants Doing Masculinities and Femininity" *Gender, Work & Organization*, 25(4), pp.418-436. [LINK](#)

Sunday November 18

- Submit field notes for weeks 1-8 (5 points). Submit via D2L by midnight.
- Abstract for final paper (5 points). Submit via D2L by midnight.

Week 9: Writing the research paper

Tuesday November 20

- Review final paper guidelines in the syllabus (available via D2L)
- Meeting with TAs in class on Tuesday November 20. Be prepared to discuss your research question, argument, and 3-5 topics or themes. You will also sign up in class for a time to meet with you TA during week 10 discuss the final paper

Sunday November 25

- Outline of final paper (5 points). Submit via D2L by midnight.

Week 10: Social change

Monday November 26 to Friday November 30

- Meet with TA by appointment during week 10 discuss the outline of the final paper (5 points).

Tuesday November 27

- Friedman, Sarah. 2015. "Still a 'Stalled Revolution'? Work/Family Experiences, Hegemonic Masculinity, and Moving Toward Gender Equality" *Sociology Compass* 9(2):140-155. [LINK](#)
- Risman, Barbara J. 2017. "2016 Southern Sociological Society Presidential Address: Are Millennials Cracking the Gender Structure?" *Social Currents* 4(3) 208–227 [LINK](#)

Finals week

Wednesday December 5

- Final paper (30 points). Final papers must be submitted via D2L by midnight.

Note on submitting the paper to the *Journal of Undergraduate Ethnography* (optional): After the term is concluded, you have the option of doing a final round of revisions of your paper (based on my feedback) and, pending my approval as the faculty sponsor, submitting your paper to the *Journal of Undergraduate Ethnography* to be considered for publication. More details about the submission process can be found here [HERE](#) (note that submissions must be at least 7000 words).

ETHNOGRAPHY GUIDELINES

Task: Conduct an ethnography of a public space over a minimum of 20 hours of observation. Drawing from your field notes, write a research paper analyzing how people “do gender” in your field site.

Identify your field site (5 points)

Please use bullet form rather than paragraph form. Your assignment must include the following six elements:

- Your first and last name
- Your PSU email
- Your PSU ID
- The name and location (street address or cross streets) of your site OR the name of the group you will be observing with the typical meeting place name(s) and location(s)
- A brief description of the type of site (e.g. park, restaurant/bar) OR type of group
- The approximate number of visits and length of each visit (a minimum of 20 hours total is required)

Your assignment must be submitted using the assignments feature of D2L. Type up your assignment in a word processing document, then proofread and edit, then copy and paste into the comments section (also submit as an attachment).

You cannot start your observations until your project is approved by the instructor, as indicated by the statement “APPROVED” in the comments section of the D2L folder for this assignment.

Criteria for field sites

Student researchers may observe in sites that are publicly owned (e.g. park, sidewalk, airport, library, or government building) or quasi-public and privately owned (e.g. restaurant, bar, coffee shop, grocery store, mall, department store, local shop, zoo, Trimet busses and trains). Students may also observe in “public” areas of the Portland State University campus (e.g. library, food court, gym). All sites must be open to the general public and there will be no membership requirement or other restriction to access (with exception of PSU spaces that are only open to the PSU community). Some sites may require a fee to enter (e.g. Trimet bus, zoo, bar with a cover charge). Students may also observe groups (such as those found on www.meetup.com) that meet in various public spaces (e.g. coffee shops, hiking trails). Students may observe spaces where they are currently employed as long as the space meets all the criteria and they receive permission from their employer or manager (e.g. a student working at a coffee shop may use that space for his or her site). In all sites, individuals would reasonably consider that they are observable by others. You may choose a site you have never been to before or a site that you regularly visit. See the approved IRB application posted on D2L for full details. You must have your field site approved by the instructor before you enter your site as an observer.

Tips for choosing a field site

- Is there a place you already go (e.g. your workplace) or group you are a part of that would fit the criteria for a field site (e.g. public or quasi-public place, open to public, able to observe 3 hours per week)?
- Is there a place you have unique access to because of your identities and experiences?
- Can you find online a group that meets the criteria (e.g. meetup.com) or is there a group that meets at a place you already go (e.g. knit shop, board game shop)?
- Be creative with other ideas for a field site (e.g. court house, karaoke, pet supply shop, children’s library story hour at library, pole dancing exercise class).
- I highly suggest you do NOT choose a grocery store, coffee shop, bar, or restaurant (unless you work at one or are attending a reoccurring event or group meeting). These have been difficult sites for past students.
- Consider cost when choosing your site. You definitely do not have to spend any money for this project but certain sites will require spending small (or large) amounts of money.

NIH human subjects research training (5 points)

You will complete the NIH Human Subjects Research training online: <http://phrp.nihtraining.com/users/login.php>. Note that you must register, which is free, before logging in to complete the training.

In order to get credit, you will need to save the certificate of completion and submit it via email. Once you have completed the training, click on “get certificate.” From here there are two options. The first is to “print” the image. When the window with the certificate opens, use the “print” feature of your browser to “print” the image to a PDF file. Save the PDF to your computer. Alternatively, you can take a screen shot and save it as a picture.

Submit the certificate of completion (as a pdf or image) via email to Eve Chapman at the IRB (rnc4@pdx.edu) and cc Maura (maura@pdx.edu). Put “Sociology of Gender NIH certificate” in the subject line. You will not get credit for this assignment if you do not submit the certificate of completion. You cannot begin your observation until you have completed the NIH training and submitted it to the IRB.

Field notes 1 (5 points)

Include the following information at the top of the document: your name, the name of your site, the total number of hours you have spent in your site, and the total word count (see field notes template on D2L).

Spend a minimum of 8 hours in your field site and write at least 3,000 words in your field notes for weeks 1-4.

Write all your field notes in one document. Be sure that you do not include any names or identifying information for people, group, or business. If you use pseudonyms (fake names) for the people, group, or business you observe, state that explicitly in your notes as an aside. Provide detailed observation and “thick description.” Use paragraphs and full sentences. Your paragraphs do not have to flow from one to the next.

Use asides (one or two sentences set off by parentheses) to make any comments that are not directly based on your observations.

Provide at least one paragraph of commentary (analysis or reflection on possible topics or themes) for each visit to your field site. Label your commentaries as separate paragraphs in your field notes and set them off by parentheses.

Your assignment must be submitted using the assignments feature of D2L. Type up your assignment in a word processing document, then proofread and edit, then submit as an attachment (do not copy and paste into the comments field).

Guidelines for field research

You will conduct an ethnography of a public place. It is critical that you follow the guidelines outlined in the Institutional Review Board (IRB) application for the project. Full IRB applications are available on D2L.

- You must have your site approved by the course instructor as indicated by seeing “APPROVED” in the comments field of the “Identify your field site” assignment folder on D2L).
- You may not start your observation until your NIH certificate is submitted and your site is approved.
- You will conduct your ethnography as a participant observer or just an observer. You will *not* interview participants.
- You can engage adults in the space only to the degree that you would engage with them if you were not doing research.
- You will not engage with children in the space in any way.
- You will record your observations in written notes (by “jotting” discretely while in the site and/or immediately after leaving the site).
- You will not record names or identifying information.
- You will not use photography or video or audio recording.

How to conduct field research and take field notes

While you are in your setting, observe everything around you, including the physical layout of the space, the appearance of people in the site, the actions and interactions of everyone in the site.

When you first enter your site, you should write down everything you see and hear (and smell and taste and touch). As your research becomes more focused, you should write more about the topics that are of theoretical interest. Write using “thick description” to create “scenes on a page,” using as much detail as possible (see Emerson et al Chapter 3). Use quotation marks for direct quotes you jotted or can recall and paraphrase any other speech. Provide full descriptions of the individuals you observe in your site, the “members,” avoiding stock characters and stereotypes.

In some settings, you may be able to discretely take notes or “jottings.” You might make jottings on a smart phone or using a small notebook. In settings where it is not possible to discretely make jottings, you should observe as carefully as possible and write down everything you can remember immediately after leaving your field site. In either case, it is critical that you type up your field notes as soon as possible after leaving the site.

Sit down to type up your fields notes as soon as possible after leaving the site. First, write the date and time of your visit and the length of the visit (see field notes template on D2L). You should type up any handwritten notes and add in all the details you can recall from your observation.

How to conduct field research and take field notes (continued)

What you will primarily write in your field notes will be your observations, things you can see or hear (or smell or taste or touch). Anything else should be indicated as a one or two sentence “aside” and set off by parentheses. Asides might include: your personal feelings, your speculation about why something is happening, background information based on knowledge prior to starting field work, questions to pursue as you continue your field work, and ideas about possible emerging topics or themes.

A “commentary” section should be written at the conclusion of each field notes entry. In your commentary, you will reflect on what you found and consider what more you need to know. You may also begin analyze your findings and/or reflect on possible topics or themes. You might consider questions relevant to the overall research question “how do people ‘do gender’ in this site” by addressing the following questions: Where and when is gender relevant in my site? What similarities and differences do I see across gender performances? You might also address the following questions: How do members (the people in your site) interpret meaning in this setting? What trends seem to be both consistent and interesting? What counterexamples or unusual observations stand out? As you develop your analysis, you want to make sense of how the members understand their daily lives.

For more discussion of how to write up field notes, see *Writing Ethnographic Field Notes* Chapter 3 (required reading for week 2).

Field notes 2 (5 points)

Continue writing field notes in the same document as field notes 1 and keep the hours and word count cumulative.

Spend a minimum of 20 hours and write a minimum of 8,000 words for weeks 1-8. The amount of time you will need to spend in your setting will vary depending on the setting. For this project, you are required to spend a minimum of 20 hours in your site. It is up to you to decide when you have gathered enough data to write the paper for this project.

For weeks 5-8, start to narrow down your observations to focus on topics or themes you may want to write about in your paper. Your commentary sections should discuss the topics or themes you are developing.

Your assignment must be submitted using the assignments feature of D2L. Type up your assignment in a word processing document, then proofread and edit, then submit as an attachment (do not copy and paste into the comments field).

Abstract (5 points)

An abstract is a short summary of your paper. An abstract should be 150-200 words. Use the “OMRC” abstracting technique with one (or two) sentence(s) for each of the four components.

Your assignment must be submitted using the assignments feature of D2L. Type up your assignment in a word processing document, then proofread and edit, then copy and paste into the comments section (also submit as an attachment).

Writing an abstract using the OMRC technique

An abstract is a short summary of your paper. An abstract should be 150-200 words. Use the “OMRC” abstracting technique with one (or two) sentence(s) for each of the four components:

1. *Objective*: the purpose of the study, refer to the theoretical framework, that is, “doing gender”
2. *Methods*: “Eight weeks of ethnographic research”
3. *Results*: Briefly describe your 3-5 topics or themes
4. *Conclusion*: What does this research tell us about gender?

Outline Final Paper and Meet with TA (5 points)

At a minimum, your outline must include:

- Top level headings (introduction, methods, findings, and discussion)
- Subheadings for the 3-5 sections of the findings.
- Each of the sections of the findings must include a brief description of the topic or theme of the section
- Each of the subsections must include 2-3 examples from your field notes.

You are welcome to submit a more complete draft (the further along in the writing process, the more specific and helpful feedback your TA can provide!). The outline of your final paper is due via D2L by the end of week 9. You will meet with your TA during week 10 at a mutually convenient time.

Steps for moving from field notes to findings section of the final paper

In order to develop your topics or themes, first read through field notes in their entirety. You might make note of things that are interesting, things that occur a lot, and things that were unusual.

Second, you should engage in a process of coding your field notes. Emerson et al describe open coding (coding all the data without concern for how these topics or themes relate or what will be useful in the research paper) versus focused coding (coding more selectively for examples that support your topics or themes and overall argument). I suggest you start with focused coding.

There are several strategies you might use for coding: (1) in a word document, highlight or bold selections of field notes; (2) in a word document, type codes into the text so they can be searched (eg. HEGMON = hegemonic masculinity); (3) in a word document, use the “comments” feature

to mark codes in the margins; (4) print out your field notes and hand write codes and comments in the margins and/or use a highlighter.

Steps for moving from field notes to findings section of the final paper (continued)

The third step is memoing, in which you begin to flesh out topics or themes and choose excerpts from field notes to analyze. You may choose to do this in the research paper document or in a separate document.

Fourth, organize your findings into 3-5 sections (and include relevant examples) for the findings section of your paper. Each section should address a different topic or theme.

For example, if your field site was a bar, you might address the following topics or themes: (1) Physical descriptions of the bar and the men and women in the bar; (2) The way in which men and women occupy different locations in the site; (3) Interactions between male customers and female bartenders; and (4) Interactions between female customers and female bartenders.

Fifth, fill in your outline with relevant examples and analysis.

Final Paper (30 points)

Abstract: Revise your abstract written for the previous assignment as needed.

Introduction: Provide a very brief introduction to your site.

You should also include your research question. Research questions may be very general: “How do men and women perform gender in X setting?” Alternatively, you may choose something more specific.

You should state and discuss your argument. An example of an argument might be “In this setting, most men performed hegemonic masculinity and most women performed alternative femininity.” If this is your overall argument, you should briefly summarize how men and women engaged in these respective gender performances and note where there were deviations from these trends.

You should also introduce your theoretical framework, that is, the concept of “doing gender” (cite West and Zimmerman 1987) and discuss how you will be applying this concept to the site you have been observing. You might also include discussions of masculinity and femininity (cite Connell 2005 and/or Schippers 2007). You must also include a discussion of 1-4 empirical peer-reviewed articles related to your research site and/or topic.

Required and optional citations

Required citations

- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Field notes*. University of Chicago Press.
- West, Candace and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125-151.
- 1-4 empirical peer-reviewed articles related to your project

Optional citations (available through the PSU library)

- Connell, R.W. and James W. Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept" *Gender & Society* 19(6):829-859,
- Schippers, Mimi. 2007. "Recovering the Feminine Other: Femininity, Masculinity, and Gender Hegemony." *Theory and Society* 36:85-102.

How to find empirical peer-review articles related to your project

- Start at the PSU library website <http://library.pdx.edu/>
- Click on databases and articles
- Select sociology
- Select the sociological abstracts database
- Search for key terms related to your site (e.g. church), method (e.g. ethnography, observation), and/or theoretical terms (e.g. masculinity, emotional labor) in the abstract of the articles.
- Limit results to scholarly journals
- Read through the abstracts of the results. Identify articles that are most similar to your study.
- Download and read through the most promising articles.

What is plagiarism?

- According to the MLA Handbook, plagiarism is "using another person's ideas, information or expressions without acknowledging that person's work" (Pp. 66).

How to avoid plagiarizing

- Rule #1: If you use another person's ideas, you must cite your source (author last name and year)
- Rule #2: If you use another person's exact words, you must put those words in quotation marks as well as cite your source (author last name, year, and page number)

Examples of plagiarism and appropriate citations

Text from original source (Cooper 2003:519)

- Karen's transgressive campiness is also manifest in her flagrant sexuality.

Examples of plagiarism

- Karen's transgressive campiness is also manifest in her flagrant sexuality. [copy and paste, no quotation marks, no citation]
- In *Will and Grace*, Karen's transgressive campiness is shown in her flagrant sexuality. [almost identical language, no citation]

Examples of appropriate citation

- Karen's sexuality is subversive and campy (Cooper 2003) [paraphrased, with citation]
- The character of Karen shows "transgressive campiness" (Cooper 2003:519). [phrase quoted, with citation]
- Cooper stated, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (2003:519). [full quote with citation]
- As one scholar observed, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (Cooper 2003:519). [full quote with citation]

If any portion of your final paper includes plagiarized material, you will fail the assignment. If in doubt, cite the source!

Methods: You should first give a general description of your setting. Describe your research method (ethnography), citing Emerson et al (2011). Include the total hours spent in your site, the number of visits to the site, and the times of day/night site was visited. State that you use pseudonyms for individuals and businesses (if relevant), and group name (if relevant). State whether or not members you observed knew you were conducting research. You may choose to reflect on your presence in the site, for example, discuss whether you fit in or stood out (this is optional).

Results: The results section is the main focus of your paper. You should not try to write about everything you observed in the site. Rather, you should choose 3-5 topics or themes that are the most interesting. Use subheadings for these 3-5 sections. The first section of the results will likely be a description of the physical space (unless you provide this information in the methods section, that's up to you).

Papers should provide in-depth analysis and fully explain all ideas. Use as much description and as many specific examples as possible to support your analysis. You should provide examples to illustrate each of the points of your argument. You should also include counter-examples, that is, examples of deviation from the general trends you observe. Note that your personal feelings, reactions, or experiences or are not appropriate for a sociological analysis. The task of the paper is *not* to report on what you did or felt in the setting but rather what you observed in the setting. Overall, you must present a cohesive argument.

Discussion: In the discussion, give a brief summary of your findings and overall argument. You should then go beyond what you have discussed in the results section to consider the implications of findings for theorizing gender, policy, and/or future research. Be careful about the limits of your observational data. You can't know *why* people behave as they do (unless they have told you as you informally chatted with them) so don't make assumptions about motivations in the findings section. However, in the discussion section, you might offer some speculation about why people behave as they do, based on what you observed and what we know about gender from the scholarship we have read this term.

References: You must list all sources cited in the text. See the "Citing Sources in ASA style" handout on D2L. For course readings, use the citations as they are listed in the syllabus.

Papers must be between 3500 and 7500 words (equivalent to approximately 14-30 double spaced pages). For the grade for this course, students will be evaluated on the quality of the work, not the length of the paper. In other words, a high quality 3500 word paper could certainly earn an A grade. However, if you are intending to submit your paper to the *JUE*, aim for a longer paper as the journal requires at least 7000 words.

In writing an academic paper, you want to keep your writing tone formal. Assignments should show clear and concise writing and appropriate proofreading; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, awkward sentences and/or improper formatting.

Use the template provided on D2L, the guidelines for writing the paper described in the syllabus, and the checklist on the following page. Assignments that do not follow directions will lose points!

Final papers are due via D2L Wednesday of finals week at midnight. Late papers will be penalized 10% per day late and late papers will not be accepted after Friday of finals week at 5pm.

Checklist for final paper

Abstract

- 150-200 words
- Summary of theory, methods, site, and key findings using OMRC technique

Introduction

- 500-1250 words (equivalent of approximately 2-5 double spaced pages)
- Discussion of the concept of “doing gender” (or alternate theoretical perspective)
- Discussion of 1-4 peer reviewed empirical articles related to your study
- Research question
- Outline of argument

Methods

- 250-500 words (equivalent of approximately 1-2 double spaced pages)
- Description of site (a detailed description may go in results section instead)
- Total hours spent in site, number of visits to site, times of day/night site was visited
- Description of methods (ethnography)
- Reflection on your presence and participation in site (optional)

Results

- 1750-2500 words (equivalent of approximately 7-10 double spaced pages)
- 3-5 sections, each with a different topic or theme
- Use of descriptive examples (and counter-examples) from your observations
- Compare and contrast across examples within each section
- Cohesive argument

Discussion

- 500-750 words (equivalent of approximately 2-3 double spaced pages)
- Brief summary of findings and overall argument
- Implications of findings for theorizing gender, policy, and/or future research

References

- Length needed to cite all sources (generally less than one full page)
- List all sources cited in the text

Writing style

- Formal academic style
- Clear and concise writing
- Careful proofreading and editing

Formatting and submission

- Final papers must be between 3500 and 7500 words (word count ranges for the sections noted above are suggestions)
- Submit final paper via D2L (no hard copy needed)
- If you would like your paper to be considered for publication in the JUE, indicate that in the comments in the D2L and I will follow up with you about possible submission after reading your paper.