Sociology/WGSS 425
SOCIOLOGY OF GENDER
Fall 2015
Tues/Thurs 12:00-1:50
Cramer 269

Dr. Maura Kelly
Email: maura2@pdx.edu
Office: Cramer 217 R
Office hours: Tues 10:00-12:00 and by appointment Tues/Thus/Fri
Phone: 503-725-8302

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.

POLICIES

Required Readings: You will be required to read selections available online through the PSU library as well as material available online. Use the following direction to access the articles:

- Go to the library web site: http://library.pdx.edu/
- Click on Course Reserves
- Search by instructor last name (Kelly)
- Login with your Odin account and Password
- Select “Reading Folder for SOC 425”
- Click on the pdf link to open the document

D2L: The instructor will post course materials on D2L. Students will submit most assignments via D2L. The instructor and TAs will also post comments on assignments and grades for all assignments on D2L.

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 instructor’s email address on the first page of the syllabus. Your assigned TA and their email will be posted on D2L. 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.

Facebook: If you are on Facebook, “like” the Gender and Sexualities Facebook page www.facebook.com/pages/Gender-Sexualities/389215551177145 and post links and images
there for extra credit; if you are not on Facebook, post to the D2L discussion board titled “Facebook Alternative” for extra credit.

Academic Honesty: You are expected to demonstrate complete academic honesty. 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 written or spoken words), you must include it in quotation marks. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

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.

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 TA. All points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups will not be tolerated. 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 5% per weekday late and late assignments will not be accepted after 5 weekdays (final papers will not be accepted after Friday of finals week).
COURSE REQUIREMENTS

In-class assignments (40 points): We will regularly have in-class assignments, which will consist of 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, two assignment grades will be dropped. Exceptions for making up assignments may be made in the cases of more than two 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. Due Friday October 2 by 5pm.

NIH human subjects research training (5 points): You will complete the NIH human subjects research training online before starting your fieldwork. 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 Eve Chapman at the IRB (rmc4@pdx.edu) and cc Maura (maura2@pdx.edu). Due Friday October 2 by 5pm.

Fieldnotes 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 fieldnotes. Submit via D2L. Due Friday October 23 by 5pm.

Fieldnotes 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 fieldnotes TOTAL. Submit via D2L. Due Friday November 20 by 5pm.

Abstract (5 points): You will write a 150-200 word abstract for your final paper. Submit via D2L. Due November 27 by 5pm.

Meet with TA to discuss final paper (5 points): You will meet with your TA the week of November 30 to December 4 at a mutually convenient time. Sign-up sheets will be circulated in class on Tuesday November 24. Send a draft of your paper via email to your TA 24 hours before your scheduled meeting time. Your draft must be a minimum of 1500 words in order to receive full credit for this assignment.

Final paper (30 points): For the final paper, you will write and submit a paper to the Journal for Undergraduate Ethnography. This paper must follow the guidelines described by the journal. 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; however, for the best chance to publish in JUE, aim for 7000 words. Papers must be submitted in hard copy and must also be submitted via email to the instructor (who will forward submissions to the journal). Due Tuesday December 8 at 5pm.
Extra credit (up to 5 points): Over the course of the term, find links and images related to course material to share with other students. If you are on Facebook, post to the Gender and Sexualities Facebook page www.facebook.com/pages/Gender-Sexualities/389215551177145; otherwise, post to the D2L discussion board titled “Facebook Alternative.” You will receive one point for each post. At the end of the term, tally the total number of posts you made for credit (up to five), and submit via D2L. Due Friday December 4.
COURSE OUTLINE

Readings must be completed prior to class on the date indicated.

Week 1: “Doing Gender”

Tuesday September 29
- Syllabus (read entire syllabus carefully, including all assignment guidelines).

Thursday October 1

Friday October 2
- Identify your field site (5 points). Submit via D2L by 5pm.
- Complete NIH training (5 points). Submit confirmation of completion via email to Eve Chapman at the IRB (rmc4@pdx.edu) and cc Maura (maura2@pdx.edu) by 5pm.

Week 2: Gender Socialization

Tuesday October 6
- Sweet, Elizabeth. 2015. “Toys Are More Divided by Gender Now Than They Were 50 Years Ago” The Atlantic http://www.theatlantic.com/business/archive/2014/12/toys-are-more-divided-by-gender-now-than-they-were-50-years-ago/383556/
- Marcotte, Amanda. 2015. “Gendering Toys Isn’t About Nature or Tradition. It’s About Ideology” Slate http://www.slate.com/blogs/xx_factor/2015/08/14/many_great_toys_are_gender_neutral_so_why_are_people_so_upset_about_target.html

Thursday October 8
Week 3: Femininity

Tuesday October 13

Thursday October 15
• Meeting with TAs in class. Bring questions or issues related to fieldwork or fieldnotes 1 assignment.

Week 4: Masculinity

Tuesday October 20

Thursday October 22
• No reading or assignments due

Friday October 23
• Submit fieldnotes for weeks 1-4 (5 points). Submit via D2L by 5pm.

Week 5: Gendered Bodies

Tuesday October 27

Thursday October 29
• Meeting with TAs in class. Bring questions or issues related to fieldwork or fieldnotes 2 assignment.
Week 6: Sexualities

Tuesday November 3

Thursday November 5
- No reading or assignments due

Week 7: Family

Tuesday November 10

Thursday November 12
- No reading or assignments due

Week 8: Work

Tuesday November 17

Thursday November 19
- Meeting with TAs in class. Bring an electronic or hard copy of your draft of your final commentary section for field notes 2 (your research question, argument, and 3-5 themes) to class.

Friday November 20
- Submit fieldnotes for weeks 1-8 (5 points). Submit via D2L by 5pm.
Week 9: Preparing to write the final paper

Tuesday November 24

Thursday November 26
• No class (Thanksgiving), no reading or assignments due.

Friday November 27
• Abstract for final paper (5 points). Submit via D2L by 5pm.

Week 10: Social Change

Tuesday December 1
• No reading or assignments due

Thursday December 3

Friday December 4
• Meet with TA by appointment the week of November 30 to December 4 discuss final paper (5 points). Send your paper draft via email to your TA 24 hours in advance of the meeting.

Finals week

Tuesday December 8
• Final paper (30 points). Final papers must be submitted via email to the instructor (instructor will forward to the journal) AND in hard copy to the instructor (via mailbox in sociology department lobby in Cramer 217) by 5pm.
EXTRA CREDIT GUIDELINES

TASK

Over the course of the term, find links and images related to course material to share with other students. With each post, include one or two sentences as an introduction. If you are on Facebook, post to Gender and Sexualities Facebook page www.facebook.com/pages/Gender-Sexualities/389215551177145; if you are not on Facebook, post to the D2L discussion board titled “Facebook Alternative.” With each post, include one to two sentences of your own thoughts on the material.

Note that with appropriate privacy settings, liking the course Facebook page does not give the instructor access to students’ personal Facebook pages and does not give students access to the instructor’s personal Facebook page. The instructors will accept “friend requests” on Facebook from students only after they complete their undergraduate degrees.

SOURCES

The source of the link or image posted should be included if possible (for example, sharing an image from another Facebook page is fine, even if the origin of the image is not clear). The one or two sentences you add to the post must be in your own words. See course policy on plagiarism.

COMPONENTS OF THE ASSIGNMENT

Over the course of the term, watch for links (e.g. articles, websites) as well as images (e.g. photos, memes, cartoons, infographics) related to course material to share with other students. You can “share” posts you find on Facebook, post material found elsewhere online, or include photos you personally took.

With each post, add one or two sentences of your own thoughts on the material. You might consider one or more of the following questions: (1) What is the main point the author of the article is intending to make? (2) What do you think this image says about gender and/or sexualities in our culture? (3) Do you agree or disagree with message about gender and sexualities in the link/image?

While liking and commenting on posts by the instructor and other students is not a part of the extra credit assignment, I certainly encourage you to do so!

GRADING

For each post to either the course Facebook page (or “Facebook alternative” discussion board on D2L) will be worth 1 point of extra credit, up to 5 points total. For credit, you must choose a link or image that is related to the course material and you must include one or two sentence of original text. You must also submit your total number of posts via the D2L dropbox.
DUE DATES AND SUBMITTING THE ASSIGNMENTS

Make posts to the course Facebook page (or “Facebook alternative” discussion board) throughout the term. You may post through 5:00pm on the Friday of week 10 of classes.

At the end of the term, you will submit an “assignment” via D2L that indicates your total number of posts to the course Facebook page (or “Facebook alternative” discussion board), up to five posts. The document should just include your first and last name and the total number of posts. Your extra credit assignment must be submitted using the dropbox feature of D2L. Type up your assignment in a word processing document, then copy and paste into the comments section (also submit as an attachment). The assignment must be submitted by 5:00pm on the Friday of week 10 of classes.
ETHNOGRAPHY GUIDELINES

TASK

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

SOURCES

The only required sources for this project are the West and Zimmerman (1987) “Doing Gender” article, Emerson et al’s (2011) book Writing Ethnographic Fieldnotes, and one peer-reviewed article related to your research site or topic. You may draw on other course readings or outside sources. See course policy on plagiarism.

COMPONENTS OF THE ASSIGNMENT

Choosing a site

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 buses 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 IRB posted on D2L for full details. You must have your field site approved by the instructor before you enter your site as an observer.

Identify your field site (5 points)

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

1. Your first and last name
2. Your PSU email
3. Your PSU ID
4. 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)
5. A brief description of the type of site (e.g. park, restaurant/bar) OR type of group
6. The approximate number of visits and length of each visit (a minimum of 20 hours is required)

Your assignment must be submitted using the dropbox 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 gradebook for this assignment.

**NIH human subjects research training (5 points)**

You will complete the NIH Human Subjects Research training online: [http://phrp.nihtraining.com/users/login.php](http://phrp.nihtraining.com/users/login.php). Note that you must register, which is free, before logging in to complete the training. The training should take an hour.

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 (rmc4@pdx.edu) and cc Maura (maura2@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.

**Ethnographic fieldwork and writing fieldnotes**

“Ethnographic field research involves the study of groups and people as they go about their everyday lives. Carrying out such research involves two distinct activities. First, the ethnographer enters into a social setting and gets to know the people involved in it; usually, the setting is not previously known in an intimate way. The ethnographer participates in the daily routines of this setting, develops ongoing relations with the people in it, and observes all the while what is going on. Indeed, the term ‘participant observation’ is often used to characterize this basic research approach. But, second, the ethnographer writes down in a regular systematic ways what she learns while participating in the daily rounds of the lives of others. In doing so, the researcher creates an accumulating written record of these observations and experiences. These two interconnected activities comprise the core of ethnographic research: firsthand participation in some initially unfamiliar social world and the production of written accounts of what world that draw upon such participation” (Emerson et al 2011:1).

For further discussion of the ethnographic research method, see Emerson et al 2011’s *Writing Ethnographic Fieldnotes* Chapter 1 (optional course reading), other required course readings utilizing ethnographic methods, and class discussion.
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 and will be discussed in class. Some key notes: You must have your site approved by the course instructor and you may not start your observation until your site is approved. You will conduct your ethnography as a participant observer. You will not interview participants. You will 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.

For discussion of how to conduct fieldwork, see Writing Ethnographic Fieldnotes Chapter 2 (optional course reading). We will also spend time discussing how to conduct fieldwork in class. In short, 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.

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. For more discussion of jottings, see Writing Ethnographic Fieldnotes Chapter 2 (optional course reading). 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 fieldnotes as soon as possible after leaving the site.

For discussion of how to write up fieldnotes, see Writing Ethnographic Fieldnotes Chapter 3 (required course reading) and Chapter 4 (optional course reading). 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 fieldnotes template on D2L). You should type up any handwritten notes and add in all the details you can recall from your observation.

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. 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.

What you will primarily write in your fieldnotes 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 (see Writing Ethnographic Fieldnotes Chapter 3). Aides might include: your personal feelings, your speculation about why something is happening, background information based on knowledge prior to starting fieldwork, questions to pursue as you continue your fieldwork, and ideas about possible emerging themes.

A “commentary” section should be written at the conclusion of each fieldnotes 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 themes (see Writing Ethnographic Fieldnotes Chapter 3). 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 further discussion see Writing Ethnographic Fieldnotes Chapter 4 (optional course reading). We will also discuss this in class.

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.

**Fieldnotes 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 fieldnotes template on D2L).

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

Write all your fieldnotes 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 themes) for each visit to your field site. Label your commentaries as separate paragraphs in your fieldnotes and set them off by parentheses.

Your assignment must be submitted using the dropbox 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).

**Fieldnotes 2 (5 points)**

Continue writing fieldnotes in the same document as fieldnotes 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.

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

In your final commentary section of your last visit to the site, explicitly state your research question, argument, and 3-5 themes. You will get some feedback on these ideas before you move into the stage of writing the final paper.

Your assignment must be submitted using the dropbox 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).

Moving from fieldnotes to final paper

Once you complete your observations, you will begin analyzing and coding the data in your fieldnotes. For more guidance on this process, see Writing Ethnographic Fieldnotes Chapters 6 and 7 (optional course reading) and we will also discuss this in class. You will aim to develop 3-5 themes, each theme supported with several examples from your fieldnotes.

In order to develop your themes, first read through fieldnotes 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 fieldnotes. Emerson et al describe open coding (coding all the data without concern for how these themes relate or what will be useful in the research paper) versus focused coding (coding more selectively for examples that support your 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 fieldnotes; (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.

The third step is memoing, in which you begin to flesh out 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, put the most compelling themes and examples into a logical order for the findings section of your paper.

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:
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 themes

4. **Conclusion**: What does this research tell us about gender?

We will discuss further in class how to write an abstract.

Your assignment must be submitted using the dropbox 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).

**Meet with TA to discuss final paper (5 points)**

You will meet with your TA during week 10 at a mutually convenient time. Sign-up sheets will be circulated in class during week 9. Send a draft of your paper via email to your TA 24 hours before your scheduled meeting time. Your draft must be a minimum of 1500 words in order to receive full credit for this assignment.

**Final Paper (30 points)**

For discussion of how to move from fieldnotes to the research paper, see *Writing Ethnographic Fieldnotes* Chapter 6 and 7 (optional course reading). These chapters provide some specific guidance. We will also discuss these topics in class.

Your research paper will have the following components:

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

**Introduction**: Provide a very brief introduction to your site. 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, optional course readings).

You should 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 also 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.
If you do not include a full literature review section (see below), include a discussion of 1-4 empirical peer-reviewed articles related to your research site and/or topic. We will discuss how to conduct literature reviews in class.

**Literature review:** In a literature review, you discuss the theoretical and empirical scholarship relevant to your study. You should expand on your theoretical framework (first mentioned in the introduction) as well as synthesize the findings from 5-20 empirical peer-reviewed articles closely related to your research site and/or topic. This section is optional. If you want to include a brief discussion of previous research (i.e. less than 5 empirical articles), include it in the introduction section.

**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 themes that are the most interesting. 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).

Organize your paper according to the themes you identified. For example, if your field site was a bar, you might address the following 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.

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.

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.

Final papers are due Tuesday of finals week. Late papers will be penalized per day and late papers will not be accepted after Friday of finals week.

Papers must be in hard copy via the instructor’s mailbox (Sociology department lobby, Cramer Hall 217). Papers must be also emailed to the instructor. If your paper meets my minimum expectations, I will attach a faculty adviser sponsor form and forward the submission the Journal for Undergraduate Ethnography. You must submit your paper in both ways before you will receive credit for the paper and a final grade for the course.

Guidelines for submission to the JUE (more information about journal submission guidelines here: http://undergraduateethnography.org/submission-guidelines)

- Formatting email to submit your manuscript
  - Email to maura2@pdx.edu
  - In the email subject line, write JUE SUBMISSION
  - Attach three word documents: cover page, copyright permission, main document
  - Name your cover page using this convention: lastnamefirstinitialcover.doc
  - Name your copyright page using this convention: lastnamefirstinitialcopyright.doc
  - Name your main document using this convention: lastnamefirstinitial.doc
  - If your paper meets minimum expectations, I will attach a faculty adviser sponsor form and forward the submission to the journal

- Use templates provided on D2L for cover page, copyright permission, and main document
  (Main document: Times New Roman size 12, one inch margins all around, paragraphs indented half an inch, double spaced with no extra blank lines between paragraphs, page number in bottom right corner)

- Main document must be 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, for the best chance to publish in JUE, aim for 7000 words, as the journal prefers longer pieces.

Using the templates provided on D2L and the instructions for emailing your submission above will ensure you follow the guidelines. Incorrectly formatted papers will lose points!
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 articles related to your study
- Research question
- Outline of argument

Literature review (optional)
- 500-1250 words (equivalent of approximately 2-5 double spaced pages)
- Discussion of theoretical and empirical scholarship (5-20 peer review articles) related to your study

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 themes that compare and contrast across examples
- Use of descriptive examples (and counter-examples) from your observations
- 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
- Cover page document, copyright permission document, and main document correctly formatted (see templates provided on D2L)
- Main document is 3500 and 7500 words (word count ranges for the sections noted above are suggestions)
- Submit all three documents via email to maura2@pdx.edu with JUE SUBMISSION in subject line
- Submit all three documents in hard copy to the instructor: print double sided if possible and staple all three documents together in one packet