SOCIOLOGY/ WGSS 425
SOCIOLOGY OF GENDER
Fall 2016
Tues/Thurs 2:00-3:50
Cramer 269

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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: Links to the required readings available through the PSU 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.

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.

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 Thursday of finals week at 5pm).
COURSE REQUIREMENTS

Course pre-test (up to 3 extra credit points): Take a multiple choice test prior to the first day of class via D2L. Due Tuesday September 29 by 2pm.

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 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 September 30 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 September 30 by 5pm.

Write a proposal for PSA (5 points): You will write a proposal to present your research at the Pacific Sociological Association (PSA) conference in Portland Oregon in April 2017. Submitting your proposal for the course is required (via D2L), submitting to the conference is optional (www.meetingsavvy.org/psa/frmLogin.aspx). The proposal will include the title, keyword, research question, intended contribution of research, theory and methods, and citations. For the course, submit via D2L. Due Friday October 14 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 21 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 18 by 5pm.

Abstract (5 points): You will write a 150-200 word abstract for your final paper. Submit via D2L. Due November 25 by 5pm.

Meet with TA to discuss final paper (5 points): You will meet with your TA the week of November 28 to December 2 at a mutually convenient time. Sign-up sheets will be circulated in class on Thursday November 17. 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 3500 words in order to receive full credit for this assignment.

Final paper (25 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. Due Tuesday December 6 at 5pm.

Course post-test (up to 3 extra credit points): Take a multiple choice test during finals week via D2L. Due Tuesday December 6 at 5pm.
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: Doing Gender

Tuesday September 27 (Read prior to first class)
• Syllabus (read entire syllabus carefully, including all assignment guidelines). (Circulated via email and available via D2L)
• Kelly, Maura. In progress. “Introduction to Feminist Research in Practice” draft chapter from Feminist Research in Practice. (Circulated via email and available via D2L)
• Complete course pre-test (up to 3 extra credit points) via D2L. Due Tuesday September 29 by 2pm.

Thursday September 29

Friday September 30
• 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 4

Thursday October 6
• Make your first visit to your field site before class today (if possible)

Week 3: Femininity

Tuesday October 11

Thursday October 13
• No reading or assignments due, continue fieldwork
• Meeting with TAs in class. Bring questions or issues related to fieldwork, the write a proposal for PSA assignment, or the field notes 1 assignment

Friday October 14
• Write a proposal for PSA (5 points). Submitting your proposal for the course is required (via D2L), submitting to the conference is optional (www.meetingsavvy.org/psa/frmLogin.aspx). Due Friday October 14 by 5pm.
**Week 4: Masculinity**

Tuesday October 18


Thursday October 20

- No reading or assignments due, continue fieldwork

Friday October 21

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

**Week 5: Gendered Bodies**

Tuesday October 25


Thursday October 27

- No reading or assignments due, continue fieldwork
- Meeting with TAs in class. Bring questions or issues related to fieldwork or fieldnotes 2 assignment.

**Week 6: Sexualities**

Tuesday November 1

Thursday November 3
• No reading or assignments due, continue fieldwork

Week 7: Family

Tuesday November 8

Thursday November 10
• No reading or assignments due, continue fieldwork

Week 8: Work

Tuesday November 15

Thursday November 17
• No reading or assignments due, complete fieldwork
• 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. You will also sign up in class for a time to meet with you TA the week of November 28 to December 2 discuss the final paper

Friday November 18
• Submit fieldnotes for weeks 1-8 (5 points). Submit via D2L by 5pm.
Week 9: Higher Education

Tuesday November 22

Thursday November 24
• No class (Thanksgiving), no reading or assignments due

Friday November 25
• Abstract for final paper (5 points). Submit via D2L by 5pm.

Week 10: Social Change

Tuesday November 29
• No class, no reading or assignments due, work on final paper and meet with TA

Thursday December 1

Friday December 2
• Meet with TA by appointment the week of November 28 to December 2 discuss the final paper (5 points). Send your paper draft via email to your TA 24 hours in advance of the meeting.

Finals week

Thursday December 8
• Final paper (25 points). Final papers must be submitted via D2L by 5pm.
• Course post-test (up to 3 extra credit points) via D2L. Due Tuesday December 6 at 5pm.

Submitting the paper to the Journal of Undergraduate Ethnography (Optional)

Monday January 23
• 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 (note that submissions must be at least 7000 words): http://undergraduateethnography.org/submission-guidelines.
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 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 empirical article related to your research site or topic (you may use an empirical article assigned for the course only if it directly relates to your site or topic). You may also 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 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.

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 total 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. 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 (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 district 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 field 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). Asides 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.
Write a proposal for PSA (5 points)

You will write a proposal to present your research at the Pacific Sociological Association (PSA) conference in Portland Oregon in April 2017. Submitting your proposal for the course is required, submitting to the conference is optional. The proposal will include the title, keyword, research question, intended contribution of research, theory and methods, and citations.

Title: Choose something descriptive that refers to the type of site and/or the theoretical framework (“doing gender”)

Keyword: Likely “Gender” but feel free to choose something else

Research question: State your research question (in the form of a question!). Research questions may be very general: “How do men and women perform gender in X setting?” Alternatively, you may choose something more specific.

Intended contribution of research: State the objective or the purpose of the study, referring to the theoretical framework, that is, “doing gender.” Use your own words, but the contribution of the research will relate to understanding how gender is performed in everyday life.

Theory: Discuss the “doing gender” perspective (drawing on West and Zimmerman) as it relates to your project.

Method: Describe your proposed methods (“Eight weeks of ethnographic research”) and describe your site. At the end of your methods section, copy and paste these sentences (you don’t need to use the quotation marks): This study is based on eight weeks of ethnographic research that will be conducted between September and December 2016 as part of a research project for the undergraduate course Sociology of Gender at Portland State University. The research is currently ongoing but will be completed prior to PSA 2017.

Citations (references): Include all sources you have cited; you must cite the Emerson et al (2011) and West and Zimmerman (1987). At this point, you may only have these two sources (for the final paper, you will add additional sources).


To submit your proposal to PSA:

• Go to the PSA portal and enter your email address: https://www.meetingsavvy.org/psa/frmLogin.aspx
• Create an account on the “Account/About You” page; click the forward arrow
• Add your mailing address and phone (you can use PSU address/phone or your own); click the forward arrow
  o Department of Sociology, PSU, 1721 SW Broadway, #217, Portland, OR 97201
  o 503-725-8302
• Select at least one area of interest; click the forward arrow
• Enter demographic info (note the gender categories!) or decline to answer; click the forward arrow
• You are now in the PSA Portal!
• Click on “PSA annual meeting” and then “Submit a paper/poster”
• Click on “Enter submission system” and then “Enter”
• Click “Add new presentation”
• Click “Undergraduate Roundtable”
• Copy and paste from your proposal word document: the title, keyword (likely “Gender” but feel free to choose something else), research question, intended contribution of research, theory and methods, citations, faculty sponsor (Maura Kelly), faculty sponsor’s email (maura2@pdx.edu); click the forward arrow
• Click “Add me as author”; click the forward arrow
• Click the check mark to submit

Your paper will almost surely be accepted for presentation. Once you hear that your paper is accepted and you decide that you definitely want to present, you will need to become a member of PSA and register for the conference (if you decide you do not want to present, just do not register and your presentation will be dropped from the final program). Check in with Maura about funds for membership and registration for PSA; we can likely find funding for you.

For the course, submit via D2L. To submit to the conference, submit via the conference website: https://www.meetingsavvy.org/psa/frmLogin.aspx. Due Friday October 14.

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. 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 3500 words in order to receive full credit for this assignment.

**Final Paper (25 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 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.

Optional readings (available through the PSU library)


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

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!
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 (unless you have including a separate literature review section)
- Research question
- Outline of argument

Literature review (optional)
- 500-1250 words (equivalent of approximately 2-5 double spaced pages)
- Discussion of the literature related to your study (5-20 peer reviewed articles)

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
- Final papers must be between 3500 and 7500 words (word count ranges for the sections noted above are suggestions)
- Submit final paper via D2L dropbox (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 dropbox and I will follow up with you about possible submission after reading your paper.