

**Sociology 383/396B: Gender & Society, Junior Year Writing Course**  
**University of Massachusetts-Amherst, Fall 2011**  
**MWF 9:05-9:55, Machmer W15**

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<https://moodle.umass.edu/course/view.php?id=73>

This seminar explores the sociology of gender. Sociologists view gender as a socially constructed phenomenon; gender differences are not innate or “natural,” but are responses to structures and cultural norms in society. This class explores the ways that gender intersects with race/ethnicity, social class, sexualities, and nationality. Because this course fulfills the requirement for junior year writing (and all students will also need to be enrolled in the one-credit Soc 396B add-on for JYW), we will also be focusing on writing all semester. You’ll be writing a great deal, but we’ll also be working together to develop and strengthen our writing skills. In any career, communicating clearly will be an important and valued asset. After taking this course, you should be able to: (1) recognize the socially construction of gender; (2) identify mechanisms that shape and reproduce gender; (3) understand how gender is experienced; (4) develop and create polished papers; (4) revise your writing to make it clearer and more effective.

In this course, we will read some texts and watch movies that include explicit language and explore sensitive topics, some of which may make you uncomfortable. It is important to be willing to struggle with these materials, and their implications, while also treating one another with respect and consideration. We will be working to create a supportive space in this classroom to think about serious and difficult questions together, even when we may not all agree. In addition, our goal will be to work together to strengthen our writing through peer feedback, which should always be presented in respectful and constructive ways.

Course Requirements (this 4-credit course requires more work than 3-credit courses require):

*Class Participation.* Class participation is based on (a) participation in class discussions, and (b) attendance, (c) a mid-semester conference with me. Doing the readings is imperative for participation, which is graded based on the quality of your contributions to discussion. You may miss two class sessions (for any reason) without losing points for attendance; additional absences require documented excuses, presented either before the absence or after the absence. Attendance is important because every student’s perspective is a valuable part of this community. All students must also set up a mid-semester conference to meet with me and discuss your progress in the class and with your papers. (16 points of the final grade)

*Low-Stakes Writing.* Most weeks, I will ask you turn in some low-stakes writing, based on writing exercises I hand out in class. You will receive full credit for everything you turn in; the idea of these writing assignments is not to assess your writing, but to have you try out writing techniques. (1 point for each exercise, 10 points of final grade with potential for *extra credit*)

*Course Journal.* You will keep a journal on the course moodle (only viewable by me) throughout the semester discussing readings, films, class discussions, questions, or other issues that the course brings up for you. **You should post about two paragraphs to the journal at least twice**

**a week**, either before or within one business day after the class session in which we discussed the materials you are journaling about (for a Monday session, by 9 am Tuesday; for a Wednesday session, by 9 am Thursday; for a Friday session, by 9 am Monday. The journal will be graded based on your ability to clearly articulate what *they say* and what *you say*, with support for your argument, organization, writing style, and timeliness. I do not require formal exams because I expect you to show mastery of the material through your journal. *If you do not take the journal seriously, you will not do well in the course.* (30 points of the final grade)

*Short Paper Assignments.* There are two short paper assignments, which are meant to encourage you to consider how gender is structured and experienced. Be prepared to make a short verbal presentation of your assignment findings on the dates that they are due. You will also be partnered with another student for each of these assignments, to give and receive peer feedback, as you will work on the assignment in stages. Your grade will be based on the clarity of your description, your connection to sociological readings, insightfulness of your sociological analysis, the paper's organization, writing style, and the quality of your feedback to your peer. (12 points for each assignment; 24 points of final grade)

*Long Paper Assignment.* There is one long paper assignments, which is meant to encourage you to consider how gender is structured. This will build on the first short paper assignment. Be prepared to make a short verbal presentation of your assignment findings on the date it is due. You will also be partnered with another student, to give and receive peer feedback, as you will work on the assignment in stages. Your grade will be based on the clarity of your description, your connection to sociological readings, insightfulness of your sociological analysis, the paper's organization, writing style, and the quality of your feedback to your peer. (20 points of final grade)

*Deadlines:* Assignments are due by the beginning of class on the day that they are due, and should be turned on through the moodle. If your assignment is not ready by then, it will lose 1 point for each day it is late. You will not receive credit for journal entries turned in more than one business day after the class session in which we discussed the materials you are journaling about.

16 (participation) + 10 (low stakes writing) + 30 (journal) + 12 (short paper 1) + 12 (short paper 2) + 20 (long paper)= 100 (Extra credit possible for assignments and blogs) Grades are assigned as numeric grades and then converted at the end of the semester to letter grades. The grading scale for this course is A=>93; A-=90-92.9; B+=87-89.9; B=83-86.9; B-=80-82.9, C+=77-79.9, C=73-76.9, C-=70-72.9, D+=67-69.9, D=63-66.9, D-=60-62.9, F=<60.

### Academic Honesty

Academic honesty is required of all students at the University of Massachusetts-Amherst. More information about academic honesty is available at the following weblink:

[http://www.umass.edu/dean\\_students/downloads/AcademicHonestyPolicy.pdf](http://www.umass.edu/dean_students/downloads/AcademicHonestyPolicy.pdf). **It is your responsibility to read this material and comply fully with it.** Academic dishonesty includes cheating, fabrication, plagiarism, and facilitating dishonesty. Sanctions will be sought for any cases of academic dishonesty.

As a condition of continued enrollment in this course, you agree to submit all assignments to the Turnitin for textual comparison or originality review for the detection of possible plagiarism. All submitted assignments will be included in the UMass Amherst dedicated database of assignments at Turnitin and will be used solely for the purpose of checking for possible plagiarism during the grading process and during this term and in the future. Students who do not submit their papers electronically to the service will be required to submit copies of the cover page and first cited page of each source listed in the bibliography with the final paper in order to receive a grade on the assignment.

Required Materials (Books available at Food for Thought Books, 106 N. Pleasant) All books and readings also on reserve at the Main Library.

- Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner. 2011. *Gender Through the Prism of Difference*. New York: Oxford. (*GTPD*)
- Gerald Graff, Cathy Birkenstein, and Russel Durst. 2010. *They Say, I Say, 2<sup>nd</sup> edition*. New York: Norton. (*TSIS*)

### Course Schedule:

September 7	Introduction to Class
September 9	<ul style="list-style-type: none"> <li>• Graff, Birkenstein, and Durst “Introduction: Entering the Conversation,” “‘I Take Your Point’: Entering Class Discussions,” and “What’s Motivating this Writer?” pp. 1-14 and 141-153 in <i>TSIS</i></li> </ul>
	<i>Conceptualizing Gender, Sex, and Difference</i>
September 12	<ul style="list-style-type: none"> <li>• Baca Zinn &amp; Thornton Dill, “Theorizing Difference from Multiracial Feminism,” pp. 19-25 in <i>GTPD</i></li> <li>• Connell, “Masculinities and Globalization,” pp. 38-50</li> </ul>
September 14	<ul style="list-style-type: none"> <li>• Mohanty, “Antiglobalization Pedagogies and Feminism,” pp. 51-57 in <i>GTPD</i></li> <li>• Ehrenreich &amp; Hochschild, “Global Woman,” pp. 58-64 in <i>GTPD</i></li> </ul>
September 16	<ul style="list-style-type: none"> <li>• Graff, Birkenstein, and Durst “‘They Say’: Starting with What Others are Saying,” “‘Her Point Is’: The Art of Summarizing,” and “As He Himself Puts It’: The Art of Quoting” pp. 19-51 in <i>TSIS</i></li> </ul>
September 19	<ul style="list-style-type: none"> <li>• Fausto-Sterling, “The Five Sexes, Revisited,” pp. 13-18 in <i>GTPD</i></li> <li>• Rogers, “We’re All Intersex,” pp. 505-507</li> </ul>
	FILM: Middle Sexes
September 21	FILM: Middle Sexes
September 23	<ul style="list-style-type: none"> <li>• Graff, Birkenstein, and Durst “‘Yes/No/Okay, But’: Three Ways to Respond” and “‘And Yet’: Distinguishing What <i>You</i> Say from What <i>They</i> Say,” pp. 55-77 in <i>TSIS</i></li> </ul>

*Identities & Popular Culture*

- September 26 • Growing Up Gendered Exercise
- September 28 • Ramirez & Flores, "Latino Masculinities in the Post-9/11 Era," pp. 259-267 in *GTPD*  
• Pascoe, "Dude, You're a Fag," pp. 464-475 in *GTPD*
- September 30 • Ackerman "Analyze This': Writing in the Social Sciences" pp. 175-192 in *TSIS*  
• Library Session on Using Social Science Databases IN CALIPARI ROOM, one floor below entrance level, WEB DuBois Library

Review beforehand: <http://guides.library.umass.edu/socio>

- October 3 FILM: Boys to Men: Are You Listening?
- October 5 • Bettie, "Girls, Race, and Identity," pp. 455-463 in *GTPD*  
• Read and Bartowski, "To Veil or Not to Veil? Identity Negotiation among Muslim Women in Austin, TX," pp. 245-258 in *GTPD*
- October 7 • Graff, Birkenstein, and Durst "Skeptics May Object': Planting a Naysayer in Your Text" and "So What? Who Cares?': Saying Why It Matters," pp. 78-101 in *TSIS*

**DUE: Outline of Gendered Consumer Goods paper; list of five academic articles to be used in the paper**

- October 10 HOLIDAY: COLUMBUS DAY
- October 11 NOTE: Monday Schedule
- Messner, "Becoming 100% Straight," pp. 197-202 in *GTPD*  
• Yeung and Stompler, "Gay and Greek," pp. 495-504 in *GTPD*  
•
- October 12 Graff, Birkenstein, and Durst "As a Result': Connecting the Parts" "Ain't So/Is Not': Academic Writing Doesn't Mean Setting Aside Your Own Voice," and "In Other Words': The Art of Meta-Commentary," pp. 105-138 in *TSIS*
- October 14 • Brasfield, "Re-Reading Sex and the City," pp. 486-491 in *GTPD*
- FILM: Generation M
- October 17 FILM: Generation M
- DUE: Rough Draft Gendered Consumer Goods paper**  
Meet with Peer

- Bodies*
- October 19
- Lucal, "What It Means to be a Gendered Men," pp. 72-81 in *GTPD*
  - Sabo, "Doing Time, Doing Masculinity," pp. 82-86 in *GTPD*
- October 21
- Barber, "The Well-Coiffed Man," pp. 87-99 in *GTPD*
  - Glenn, "Yearning for Lightness," pp. 100-113 in *GTPD*
- DUE: Peer Feedback on Rough Draft Gendered Consumer Goods paper**
- October 24
- FILM: Murderball
- October 26
- FILM: Murderball
- Sexual Relationships e3 Families*
- October 28
- Ray and Rosow, "Getting Off and Getting Intimate," pp. 147-162 in *GTPD*
  - Gonzalez-Lopez, "Sex and the Immigrant Communities," pp. 212-231
- October 31
- DUE: Final Draft Gendered Consumer Goods paper**  
Presentation of Results
- November 2
- FILM: Southern Comfort
- November 4
- FILM: Southern Comfort
- DUE: Outline of Gendered Stores paper; list of five academic articles to be used in the paper**
- November 7
- Collins, "The Meanings of Motherhood in Black Culture and Black Mother-Daughter Relationships," pp. 271-281
  - Udel, "Revision and Resistance: The Politics of Native in *GTPD* Women's Motherwork," pp. 282-293 in *GTPD*
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- November 9
- Johansson & Klinth, "Caring Fathers," pp. 309-323 in *GTPD*
  - Messner & Bozadu-Deas, "Separating the Men from the Moms," pp. 330-343
- November 11
- HOLIDAY: Veteran's Day
- November 14
- Hondagneu-Sotelo and Avila, "'I'm Here But I'm There: The Meanings of Latina Transnational Motherhood," pp. 294-308 in *GTPD*
  - Edin, "What Do Low Income Single Mothers Say about Marriage?," pp. 365-381
- Work*
- November 16
- FILM: Maquilapolis: City of Factories
- DUE: Rough Draft of Gendered Stores paper**

- November 18     **FILM: Maquilapolis: City of Factories**
- Wingfield, “Racializing the Glass Escalator,” pp. 373-385 in *GTPD*
  - Schilt, “Just One of the Guys?,” pp. 386-402 in *GTPD*
- November 21     **DUE IN CLASS: Bring to class a draft copy of your resume.**
- You might look at this websites for tips and examples of resumes:  
<http://www.umass.edu/careers/documents/ResumeTips.pdf>  
<http://www.umass.edu/careers/documents/ResumeExamples.pdf>  
<http://www.collegegrad.com/jobsearch/Best-College-Resumes/>
- DUE: Peer Feedback on Rough Draft of Gendered Stores paper**
- November 23     **DUE: Summary of Revision Plan for Gendered Stores paper**
- November 25     **NO CLASS: THANKSGIVING BREAK**
- November 28     • Giuffre and Williams, “Boundary Lines: Labeling Sexual Harassment in Restaurants,” pp. 403-417 in *GTPD*  
 • Jeffreys, “Keeping Women Down and Out: The Strip Club Boom,” pp. 418-432 in *GTPD*
- November 30     **DUE: Final Draft of Gendered Stores Paper**  
 Presentation of Results
- Politics & Change*
- December 2     • “The Rio Declaration of Gender Independence,” pp. 508-510 in *GTPD*  
 • Sklar, “A Women’s History Report Card...” pp.527-531
- December 5     • Lawston, “We’re All Sisters,” pp. 511-526 in *GTPD*  
 • Powell, “Confessions of a Recovering Misogynist,” pp. 532-536 in *GTPD*
- FILM: The Shape of Water**
- December 7     **FILM: The Shape of Water**
- December 9     **DUE: Resisting Gender Norms Short Paper**  
 Presentation of Results

## Referencing Guidelines

In this class, we will be using the following guidelines for referencing papers. All papers will be graded based on how effectively they address these criteria. Plagiarism will not be tolerated. Please see me with questions about paraphrasing, quoting, or referencing different works.

When you refer to a reading in a memo or paper, you should write the last name of the author and year of publication (Author Year) at the end of the sentence. For example, you might write:

Her working-class background limited her chance for mobility. Her elementary school was poorly funded and did not have the resources to provide a good education for its students (Kozol 2003).

If there are two authors, cite both last names; if there are three or more authors, list just the first author and “et al.”. For example:

Paper with 2 authors: (Browne & Kennelly 1999)

Paper with 3 authors: (Kennelly et al. 2000)

If you quote directly from an article, you should include the page number in your citation. Be sure to list the year of the version of the article you are quoting from. If you refer to Fausto-Sterling’s 2000 article rather than the 2011 excerpted chapter that you read, the page numbering would be wrong! For example:

As Fausto-Sterling (2011: 17) notes, “legal protection for people whose cultural and physical genitals do not match is needed during the current transition to a more gender-diverse world.”

If you are paraphrasing, you need to put the author’s name and the year at the end of the sentence:

Until society has accepted greater levels of gender diversity, legal protections for gender-variant people are necessary (Fausto-Sterling 2011).

At the end of the paper, you should include a full reference to all works cited. This should be listed in alphabetic order by the authors’ last names. If you refer to two works by the same author, list them in order of publication (oldest first).

### References

Kozol, Jonathan. 1995. *Amazing Grace*. New York: Crown.

Kozol, Jonathan. 2003. “Savage Inequalities: Children in America’s Schools.” Pp. 262-268 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*, edited by Tracy E. Ore. Boston: McGraw Hill.

Williams, Christine. 1992. “The Glass Escalator: Hidden Advantages for Men in the ‘Female’ Professions.” *Social Problems*. 39: 253-267.

## Course Journal

You will post reactions to the course materials in a private “journal” on the moodle at least twice a week (only you and I will be able to view your journal). This journal will discuss readings, films, and class discussion, as well as raise questions you would like to think about or discuss more in class. These journals should help you identify what “*they say*” (“they” might be the author of a reading, or director of a film, or even what other students say in class), and what “*you say*” on a given topic, and provide evidence that supports the arguments you make. Writing about readings *before* we discuss them in class should help you clarify your thoughts, so I encourage you to do this as much as possible. You must post either before or within one business day after the class session in which we discussed the materials you are journaling about. You should write consistently throughout the semester, writing about two paragraphs twice a week before or within one business day after the class session (for a Monday session, by 9 am Tuesday; for a Wednesday session, by 9 am Thursday; for a Friday session, by 9 am Monday).

Entries may take the form of short entries about specific readings or class discussions, and longer entries about larger issues we address over the course of the term. In grading the journals, I will look for evidence that you have thought in-depth about the issues brought up in the course, and used the writing techniques we have discussed to clarify what *they say*, and what *you say*. In addition to noting if you agree or disagree with what *they say*, you will need to provide evidence supporting your position. I will provide you with feedback on your journal entries, as the semester goes along. Pay attention to this feedback, as it will affect the final grade you receive on the journals. The final grade will be based on this rubric, which will be based on my evaluations of *all* of the entries, as well as your improvement over time:

	Great (6 points)	Good (4 points)	Needs Improvement (2 points)	Unacceptable (0 point)
Clearly identifies what <i>they say</i>	Very clearly identifies the arguments of the reading, film, or class discussion journal entry responds to	Clearly identifies the arguments of the reading, film, or class discussion journal entry responds to	Generally identifies the arguments of the reading, film, or class discussion journal entry responds to	Inaccurately identifies or doesn't identify the arguments of the reading, film, or class discussion journal entry responds to
Clearly identifies what <i>you say</i> , and provides support for your argument	Very clearly identifies your argument; provides clear support for your argument, in the way of readings or other data	Clearly identifies your argument; provides support for your argument, in the way of readings or other data	Generally identifies your argument; primarily makes assertions, providing less support for your argument	Doesn't identify your argument; or makes assertions, providing little support for your argument
Organization	Very clearly organized, including introductory and concluding sentences	Clearly organized, including introductory and concluding sentences	Introductory and concluding sentences, but organization less explicit	No organizational logic to the entries
Writing style	Careful spelling, grammar, and punctuation.	Very minor spelling, grammar, and punctuation errors.	Pattern of occasional spelling grammar, and punctuation errors.	Substantial errors in spelling, grammar, and punctuation.
Timeliness	At least 2 entries a week throughout term (24+) before or within one business day after the relevant class session	Turns in two entries a week most of the term (24+) before or within one business day after the relevant class session	Turns in 20-23 entries, before or within one business day after the relevant class session	Turns in fewer than 20 entries



## Short Paper Assignment: Gendered Consumer Products

This assignment requires you to **find some consumer product, used by both men/boys and women/girls, which reproduces gender**. For example, you could look at how baseball caps, reproduce gender, discussing the differences in the kinds of caps marketed toward men and women. Your assignment should be 4-6 pages, typed, double-spaced, with normal sized fonts and margins.

To do this project, you will need to go into a store, preferably one in a shopping mall or strip mall. First, you should describe the product in a great deal of detail. Then you should explain how the product is presented in the store, how the packaging (if present) looks, how the product is positioned in the store. Then you should explain how the product reproduces certain ideas about gender. Think about how what we've read and discussed in class can help make sense of how this object *supports certain gender norms*? It will be important to link your sociological analysis to sociological readings on the topic of gender. You can start by thinking about how readings from our class relate to your topic. But you must also go into Sociological Abstracts here: <http://www.library.umass.edu/ndl/view/subject/sociology> and locate some relevant articles. Using advanced search is more effective than basic search. For example, if analyzing baseball caps, you might search with these terms: "gender" and "clothing". If that doesn't yield anything, look for: "gender" and "fashion" anywhere in an article. If that gives you too many suggestions, look for: "gender" and "fashion" in keywords. If you are stumped, come see either me or the Sociology reference librarian, Steve McGinty [smcginty@library.umass.edu](mailto:smcginty@library.umass.edu).

You will want to identify at least five sources that you can reference on this topic; **at least two of these need to be from Sociological Abstracts** (others can come from course readings). You should hand in this list and a rough outline of your paper on **October 7**. You will turn in a rough draft of the paper in class on **October 17**. Post your rough draft on the moodle and bring a copy to class for your peer, who will provide feedback on your paper. Finally, you will turn in the final REVISED version of the assignment by the beginning of class on **October 31** on the moodle. I use the rubric below to grade your assignment. Late assignment will lose one point each day. If you do not turn in your rough draft or your outline and list of sources, you will lose additional points (though these pre-writing and draft assignments are otherwise ungraded).

	Great – 2	OK – 1	Unacceptable – .5
Clarity of description	Clearly describes the object	Describes the object	Vague description of the object
Connections to sociological readings	Connects findings effectively to at least 5 different readings, including 2 from Sociological Abstracts	Connects findings to at least 5 different readings, including 2 from Sociological Abstracts	Does not connect findings to sociological readings, or only uses readings from the class or the web
Insight of the analysis	Effectively shows how gender plays out in the object	Shows how gender plays out in the object	Does not fully show how gender plays out in the object
Organization	Very clearly organized, including introductory and concluding paragraph	Organized, including introductory and concluding paragraphs, but organization less explicit	Missing introductory and/or concluding paragraphs, or lack of organizational logic
Writing Style	Careful spelling, grammar, and punctuation; references listed and quotations correctly cited	Minor spelling, grammar, and punctuation errors; references listed with incorrect format though quotations correctly cited	Substantial errors in spelling, grammar, and punctuation; lack of references or quotations where they are necessary
Peer Review	Timely, thoughtful, thorough, and constructive responses to peer	Timely, thorough and constructive responses to peer	Lack of response, late response, or response that is not constructive or thorough

## Short Paper Assignment: Resisting Gender Norms

This assignment requires you to **engage in one self-conscious act that challenges gender, gender oppression, sexism, gender stratification, or gender stereotypes**. For example, a man might paint his fingernails pink. We have talked about how much work is involved in reproducing gender. This is your chance to do work that goes against this reproduction of gender. Your assignment should be between 4-6 pages, typed, double-spaced, with normal sized fonts and margins.

You are not required to engage in an act that is very blatant or unusual – there are a myriad ways to challenge gender, and you may already engage in many of these. This assignment is simply meant to make these challenges more clear to you. You should describe the act in which you engaged, and how you chose to write about that particular act. Make it clear exactly what the situation was and exactly what your action was. Describe with detail how this act challenged gender norms. You should also reflect in your paper on the degree of power or powerlessness you feel in making this challenge.

It will be important to link your sociological analysis to sociological readings on the topic of gender. You can start by thinking about how readings from our class relate to your topic. But you should also go into Sociological Abstracts and locate some relevant articles, perhaps broadly on the subject of other studies of people who resist gender norms. You will want to identify at least five sources that you can reference that relate to this topic; at least two of these need to be from Sociological Abstracts (others can be from course readings).

I encourage you to write a rough draft of the paper, and then revise it; I will assess the paper on how polished it appears to be. You will turn in the final paper by the beginning of class **December 9** on the middle. Late assignment will lose one point each day. If you do not turn in your rough draft, you will lose additional points (though the draft assignment is otherwise ungraded). I use the rubric below in grading this paper.

	Great – 2	OK – 1	Unacceptable – .5
Clarity of description	Clearly describes the actual act of gender resistance	Describes the actual act of gender resistance	Vague description of the actual act of gender resistance
Connections to sociological readings	Connects findings effectively to at least 5 different readings, including 2 from Sociological Abstracts	Connects findings to at least 5 different readings, including 2 from Sociological Abstracts	Does not connect findings to sociological readings, or only uses readings from the class or the web
Insights of sociological analysis	Effectively shows how gender plays out in the experience	Shows how gender plays out in the experience	Does not fully show how gender plays out in the experience
Organization	Very clearly organized, including introductory and concluding paragraph	Organized, including introductory and concluding paragraphs, but organization less explicit	Missing introductory and/or concluding paragraphs, or lack of organizational logic
Writing Style	Careful spelling, grammar, and punctuation; references listed and quotations correctly cited.	Minor spelling, grammar, and punctuation errors; references listed, though format is incorrect, and quotations correctly cited.	Substantial errors in spelling, grammar, and punctuation; lack of references or quotations where they are necessary.
Polish	Appears to be a very well polished paper that has undergone revision	Appears to be a polished paper that has undergone revision	Paper is not entirely polished or developed

## Long Paper Assignment: Gendered Stores

This assignment requires you to visit a mall, and do at least 2 hours of research in one store in that mall. **This store needs to sell products to both men/boys and women/girls.** For example, you could do research in Abercrombie & Fitch, or Toys-R-U's, or Barnes and Noble. You may choose to build on your previous paper (on consumer products) by studying the store in which it was sold, although this paper will be longer and more developed. **Your assignment will be a 9-12 page paper, typed, double-spaced, with normal fonts and margins.**

When you are doing your research, you need to take careful observations notes, so that you will be able to address all of the questions below. You may choose to ask workers, customers, or managers casual questions about their experiences, but do not draw attention to yourself as a researcher. A small notebook will be very handy as you do this research. Answer the following questions about the store:

- How does the physical space in the store look? How clean is it? Detail and colors, textures, lighting, floor, and wall coverings, as well as any mannequins or advertisements. Do these visual markers reflect any gendered, classed, or raced assumptions?
- What merchandise is carried? Are there any apparent markers of the merchandise being gendered or classed or raced? For example, are clothing or toys or books organized in gendered ways? If there are not markers of these things, given evidence for how the stores/merchandise are neutral with regard to class, race, gender, and/or sexuality.
- Collect data about the gender of the workers and customers in the store, and whether they present themselves in particularly gendered ways. What are they wearing? Do their clothes imply anything about class or race? Is their appearance sexualized or relatively asexual? What would you guess is the racial/ethnic composition of the workers and customers in the store? Do workers or customers have visible tattoos or piercings? Does the workers' appearance match that of customers, or is it more or less conservative than typical customers?
- Why did you choose the malls and stores that you chose? Did you feel comfortable or uncomfortable in the different stores? How does your gender, race/ethnicity, and class affect these feelings?

You should carry out the research by **late October or early November**. You will turn in an outline, including at least five academic sources that you will use for the paper, on **November 4**. Your rough draft is due on **November 16**. Your peer feedback on your peer's paper is due on **November 21**. On **November 23**, you will turn in a revision plan, which should be a summary of the changes you plan to make to your paper, based on feedback on your rough draft. On **November 30**, you will turn in the final draft of your paper. Your paper will follow the format of a sociology research paper. Please re-read "Analyze This," pp. 175-192 in *TSIS* for more information about how social scientists write. Your research paper will include the following sections, each of which should serve as a heading in your paper's text:

1. **Introduction.** In this section, you state what you will be talking about in your paper, and how this work contributes to a conversation about gender in American society. (*½ a page*)
2. **Literature Review.** In this section, you state what "they say" about how gender relates to the marketing and consumption of goods, or any other sources that you think help set up your research into gender in malls. **You need to rely on at least eight academic sources for your paper.** Two of your sources can be drawn from course readings, the others should be from Sociological Abstracts. It is fine if you use sources that you also used in your Short Paper on Consumer Products. (*2 pages*)
3. **Methods.** In this section, you will describe your method, exactly what you did to collect your data, including where you collected your data, how long it took you, and any broad summaries about the setting for your research that will help the reader understand the context of your research. (*1 page*)
4. **Findings.** In this section, you will describe your findings – the answers to the questions above. You may want to have subsections, with subheading, that help organize your findings. While you

will be detailing what you found about gender & stores, you also need to relate what you found back to the readings that you discussed in the literature review. So, rather than presenting the data as list of facts, you will want to dig a little deeper, making arguments about how what you found tells us something about gender in American society. (5 pages)

5. **Conclusion.** The final section of the paper reiterates your findings in one paragraph, and then spends another paragraph or two persuading the reader of the importance of these findings, why we should care? (1 ½ page)
6. **References.** As in your short papers, you must include a reference list at the end of your paper that lists all readings to which you have referred using the referencing criteria described in the syllabus. The references all need complete listings, even if they were for this class

	Great – 3	OK – 2	Unacceptable – 1
Introduction	Clearly explains the subject of the paper, and how this research project allows you to enter into the conversation about gender and society	Explains the subject of the paper, and how this research project allows you to enter into the conversation about gender and society	Vaguely describes the subject of the paper.
Literature Review	Includes effective summaries of at least 8 different relevant readings, including 6 from Sociological Abstracts	Includes summaries of at least 8 different relevant readings, including 6 from Sociological Abstracts	Does not provide effective summaries of sociological readings, or only uses readings from the class or the web
Methods	Clearly describes how you carried out your search.	Describes how you carried out your research.	Does not provide a clear enough description of how you carried out your research.
Findings – clear descriptions of spaces	Provides detailed information about the spaces you did your research, addressing all of the questions raised.	Provides detailed information about the spaces you did your research, addressing most of the questions raised.	Provides some information about the spaces you did your research, addressing only some of the questions raised.
Findings – clear descriptions of people	Provides detailed information about the people you observed, addressing all of the questions raised.	Provides detailed information about the people you observed, addressing most of the questions raised.	Provides some information about the people you observed, addressing only some of the questions raised.
Findings – thoughtfully analyzes the gendered aspect	Effectively shows how gender plays out in your data, connecting the data to the readings summarized in the literature review	Shows how gender plays out in your data, connecting the data to the readings summarized in the literature review	Does not fully show how gender plays out in your data
Conclusions	Summarizes your findings briefly, and explains why we should care	Summarizes your findings briefly, with an effort about why they matter	Missing an effective conclusion
Organization	Very clearly organized, including introductory and concluding paragraph	Organized, including introductory and concluding paragraphs, but organization less explicit	Missing introductory and/or concluding paragraphs, or lack of organizational logic
Writing Style	Careful spelling, grammar, and punctuation; references listed and quotations correctly cited	Minor spelling, grammar, and punctuation errors; references listed with incorrect format though quotations correctly cited	Substantial errors in spelling, grammar, and punctuation; lack of references or quotations where they are necessary
Peer Review	Timely, thoughtful, thorough, and constructive responses to peer	Timely, thorough and constructive responses to peer	Lack of response, late response, or response that is not constructive or thorough