**SOC. 132 FQ 2021 RESEARCH PROJECT GUIDELINES**

This research project asks you to conduct an interview about the experiences of navigating high school, with a focus on policing gender. You will transcribe the interview and post it to your learning group. You will then write a short research paper, analyzing the interviews in your group (each group will have 5-7 interviews). The interview guide is attached. The project will unfold in four parts:

**PART ONE: PLANNING (5% OF GRADE)**

Due date: Sunday October 10 at 11:59pm (end of Week 2)

Please fill out the following questionnaire and upload it to the designated assignment on Canvas. The purpose of this questionnaire is to help you plan your research project early in the quarter to avoid stress related to procrastination. In addition to thinking through some of the project logistics, I’d like you to brainstorm how you’ll manage your time this quarter. With your existing knowledge of Sociology of Gender, please also write a hypothesis for your paper. This is a starting point, and I expect that some of your answers to these questions may change overtime.

PLANNING QUESTIONNAIRE

1. Who do you intend to interview? What is their relation to you?
2. When will you conduct your interview?
3. Where will you conduct your interview? E.g. in-person, Zoom, local coffee shop, etc.
4. What software will you use to transcribe your interview? (See Part Two of Project Guidelines for more details)
5. Please briefly describe how you plan to manage your time this quarter to turn your assignments in on time and minimize the stress you experience during this class (2-3 sentences). E.g., you might list some quarterly goals to help keep yourself accountable.
6. Write a hypothesis for your paper in response to the following research question: Is high school a space that allows/encourages gender diversity or a space that attempts to reinforce the gender binary through policing? You may conclude that it does some combination of both. (1-2 sentences)

**PART TWO: CONDUCT AND TRANSCRIBE THE INTERVIEW (5% OF GRADE)**

Due date: Sunday October 24 @ 11:59pm (end of Week 4)

• Interview a friend or family member who is at least 18 years old and ideally not much older than 25. You can choose interviewees of any gender, and you may interview a classmate. If you feel you have an interesting story to tell, you can even interview yourself, by getting someone else to ask you the questions. Audio record the interview using Skype, Zoom, Google Hangout, your cell phone, or whatever you like. At the start, state your name and the date, and introduce the person you are interviewing. Thank the person and get their verbal consent to be recorded. Feel free to adjust/modify the questions as you see fit, ask follow-up questions, or, depending on the flow of conversation, ask the questions in a different order. The interview should last roughly 20-30 minutes. YOU SHOULD TAKE NOTES during the interview; if the audio is difficult to decipher, the notes can assist you with transcribing.

• Transcribe the interview; you can use a speech-recognition program such as Temi or Otter.ai (most programs have free trials) but they are not super accurate and likely won’t distinguish between voices, so you’ll have to go back through the transcript carefully while listening to the original audioand correct all errors. Present the interview as a dialogue, using **bolded** **names** or **initials** to indicate who is speaking. Use single-spacing except when switching between speakers. Use punctuation and parenthetical notations as appropriate to indicate pauses, interruptions, laughter, etc. At the end of these instructions is an excerpt from one of Rowan’s interviews that you can use a model for how to format your transcript.

• At the top of your transcribed document, be sure to include the following information: Title (“Interview with X”), your name, the current date. Below that, before presenting the interview itself, tell us in 1-2 sentences who you are interviewing, how you know or got connected to this person, the date of the interview, and how/where the interview took place. If the person prefers, you can a use a pseudonym instead of their real name. **NUMBER ALL PAGES**.

Save the transcript as **Word.doc or Word.docx file** and post it, along with your audio file, to the Discussion tool on Canvas under the appropriate heading by the due date. Label your files like this:

LASTNAME – audio (e.g., HAUS – audio)

LASTNAME – transcript e.g., (HAUS – transcript)

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INTERVIEW QUESTIONNAIRE

1. Where and when did you attend high school?
2. Tell me a little about your high school(s) -- what was it like? (large or small, public or private, urban or suburban?).
3. Did the boys and girls at your school hang out together outside of class, or were they mostly separate?
4. Did teachers ever organize classroom activities by gender (e.g., girls vs. boys).
5. Tell me about the cliques at your school, if any. Where did you fit in?
6. Compare the “popular” girls to the “unpopular” girls at your school – what was the basis of popularity? (clothing, looks/appearance, behavior, extracurriculars, grades, wealth, race?)
7. Compare the “popular” boys to the “unpopular” boys at your school – what was the basis of popularity? (clothing, looks/appearance, behavior, extracurriculars, grades, wealth, race?)
8. If someone at your school wanted to insult a girl, what would they say? What terms would they use?
9. If someone at your school wanted to insult a boy, what would they say? What terms would they use?
10. Did your school have a cheerleading team? If so, were there any boys on it? If yes, how did the other kids respond to their participation?
11. Do you feel there was a double-standard at your school for girls vs. boys regarding sexual activity (or presumed sexual activity)?
12. Were there any students at your school who were transgender or nonbinary? If so, how were they treated compared to the cisgender students? (you might have to explain these terms)
13. Were there “out” gay, lesbian, or bisexual students at your school? If yes, how they were treated compared to the heterosexual students?
14. growing up, would you say your parents/guardians were accepting of people who didn’t conform to traditional ideas about gender and sexuality – e.g., women who acted masculine, men who acted feminine, or people who were not heterosexual?
15. Demographic info

• how old are you?

• what is your gender identity? Pronouns?

• what is your racial/ethnic background?

• growing up, was your family was poor, working-class, middle-class, or upper-class?

• what is the highest level of education achieved by your parent(s)/guardian(s)

• what do/did your parent(s)/guardian(s) do for work?

THANK YOU FOR TAKING THE TIME TO SPEAK WITH ME!

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Here is a model for how to format your transcript. It is an excerpt from an interview I conducted with a pansexual parent. R=Rowan, I=Interviewee

R: Okay, so what is your gender?

I: Uh, I’m a nonconforming woman.

R: What does that mean, to be nonconforming?

I: Um, I don’t always dress particularly feminine. I don’t wear makeup, I often have short hair… I don’t always present masculine, but sometimes I go through phases. Right now, I’m probably more feminine presenting. I have longer hair… I have my children with me often and so people make a lot of assumptions then. But it’s kind of like a fluid… like a fluid existence that I have depending on the many seasons of my gender, I guess [Laughs]

R: Sure. What are your pronouns?

I: She/they. I’ll go by either.

R: And how do you label your sexuality?

I: I label myself as pansexual if I have to label it. You know, I’m like, “I love who I love, and I’m attracted to who I’m attracted to.” And pansexual wasn’t like in my vocabulary until a couple years ago and so I think, I think I was just… I just tried to avoid labels generally until then.

**PART THREE: THE FIRST DRAFT (10% OF GRADE)**

Due by Sunday November 14 @ 11:59pm (end of week 7)

Based on the transcripts available to you in your learning group, discuss whether high school is a space that allows/encourages gender diversity or a space that attempts to reinforce the gender binary through policing. You may conclude that it does some combination of both. Be sure to provide examples from your corpus of interviews and draw upon at least three course readings or videos. The paper should be roughly 6-8 pages long. Use double spacing and size 11 or 12 font. Save your paper as a Word.doc or Word.docx file and upload it the Assignments tool by the due date. Label your file like this: LASTNAME – first draft (e.g., HAUS – first draft).

Organize your paper in the following way:

**YOUR NAME / COURSE NAME / DATE**

**TITLE**

Give your paper a title! Get creative!

**INTRODUCTION** (1-2 paragraphs)

Briefly describe the concept of the gender binary, and explain why people who don’t conform to the binary may be the targets of “gender policing.” Include and underline a thesis statement which specifies the argument you are about to make. Mention the sources (i.e. the readings) that you will be using to strengthen your argument.

**METHOD** (1 paragraph)

Explain to your reader that you are drawing on interviews collected by a research team (your learning group), of which you are a member. Provide a description of how you and your classmates obtained your interview data – on what basis were you and your classmates selecting your interviewees? How long did the interviews last, on average? What types of questions were you asking, generally speaking? (i.e., what general topics did you cover?).

**INTERVIEW SAMPLE** (1-2 paragraphs)

Describe the sample of interviewees in your learning group in terms of demographics. How many men, women and/or nonbinary people are in the sample? What is the age range of the interviewees? The race/ethnicity of interviewees? Class status (SES)? Where did interviewees attend high school, and across what time period? (you may accompany this description with a chart or table if you like).

**KEY FINDINGS** (2-3 pages)

This is the “meat” of your paper, where you discuss the themes and patterns that you see in the interviews. What are the key similarities in responses to the interview questions? Key differences? Use quotes from your interviews in discussing your findings. You will likely want to organize this section into subheadings (e.g., “Cliques and Popularity” “Doing Femininity” “Doing Masculinity” “Confirming the Binary” “Contesting the Binary” “Policing the Binary” etc. These are suggestions only, come up with your own subheadings that reflect what you’re seeing in the data).

**DISCUSSION** (1 page)

Connect your findings to at least three course readings or videos. Refer back to key insights from the interviews and provide evidence from readings and videos to defend whether you believe high school allows/encourages gender diversity or attempts to reinforce the gender binary through policing. This is your opportunity to dive into the course concepts that connect to your interviews. *You should demonstrate a thorough understanding of course material in this section.*

**CONCLUSION** (1 paragraph)

Summarize your findings and convince your reader that your argument is correct.

**REFERENCES**

Please list the authors (or filmmakers) you reference and cite. You can use any of the research articles assigned in the course as a model. When pulling quotes or material from the interviews in your learning group, simply narrate the details of that data. For example, when reporting your findings, you can say something like, "one interviewee, XXX, described an experience of harassment that really upset her …”

**PART FOUR: THE FINAL DRAFT (10% OF GRADE)**

Due by Friday December 10 @ 1pm (finals week)

After receiving feedback on your first draft, please revise and resubmit your paper. You should include “track-changes” or highlight all changes you make to your new document. Please also fill out the “Revision Questionnaire” listed below and include this at the top of your final draft document. Note: the grade on your final draft will not replace the grade on your first draft. These will be treated as two independent assignments. Save your paper as a Word.doc or Word.docx file and upload it the Assignments tool by the due date. Label your file like this: LASTNAME – final draft (e.g., HAUS – final draft).

REVISION QUESTIONNAIRE

1. Please summarize the feedback you received on your first draft (2-3 sentences).
2. How did you address this feedback in your final draft? Be specific (4-6 sentences).
3. Is there any feedback you received on your first draft that you did not address in your final draft? If so, why? (1-2 sentences).
4. What areas of your paper are you the most confident in? (1-2 sentences).
5. What areas of your paper do you feel still need improvement? (2-3 sentences).