

Activity Title:	PART B: RESEARCH AND POSTER PRESENTATION Gentrification in Brooklyn: A study of the change, revitalization, and/or systems of hegemony, and oppression? Using the Fulton Mall site as a springboard for research on gender: gendered spheres, Identity, Cultural Expression, Nature/Nurture
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*TOPIC DUE WEEK 3

ANTH 1103, CONTEMPORARY WOMEN: AN INTERDISCIPLINARY APPROACH TO THE STUDY OF THE FEMALE

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POSTER PRESENTATION PROJECT

Due Week 15

1) This is a community-based project in which your topic should be connected to something related to the “Fulton Mall” area. We will document the area through mapping, recording information, and documentation. After our initial field visit, the class will be divided into groups based on the following themes:

- 1) **Gendered Spheres or spaces:** Traditional spaces associated with females (i.e. Motherhood, the family, the “domestic sphere”, etc.) and or traditional spaces associated with males (i.e. Sports, Career, “public sphere,” etc.). Think about how spaces might be constructed towards a particular gender, and what might be the broader implications of this?
- 2) **Constructions of Identity** (Female Identity, Male Identity, Gay Identity, Class Identity, Ethnic Identity, Subcultural Identity, etc.). Think about the ways people construct a sense of identity perhaps through hairstyle, clothing, or discourse. How can we understand constructions of identity within a broader social cultural and economic context?
- 3) **Cultural Expressions:** consumption, popular culture, media and gender. (Informing identity through TV, issues of oppression in magazine images, the “selling” marketing of identity/oppression, Music, art, etc.)
- 4) **The Nature/Nurture Debate:** Understanding of sex, sexuality, and gender roles. Look both at the biological understandings of sex yet also cultural constructions of gender. Is your gender identity based on what you are born with and/or is it how you are raised?

2) Throughout the semester each group will work on a project related to their group theme. Each group develops their own “topic” related to the theme and the research site. Each group must address the following:

- A. What is the topic of your presentation? Due Week 4
- B. What are the research methods you used to gather the information you needed to address your topic? Due Week 6 – a description of how your group will gather its data
- C. What is the thesis?
- D. What are your research results and findings?
- E. Do you have suggestions for future research?

<http://www.aaanet.org/mtgs/poster.htm>
Guidelines for Preparing American Anthropology Association Posters

General Information

A poster session is a presentation of the results of a recent field or research project that can be described graphically. Presenters post materials such as maps, photographs, graphs, charts and/or tables on a display board along with textual summaries of their work. Poster sessions provide a more intimate forum for exchange than do regular paper presentations by facilitating informal discussions between presenters and their audience. Ideally, a well-constructed poster will be self-explanatory and free you from answering obvious questions so that you are available to supplement and discuss particular points of interest. Successful poster presentations achieve both coverage and clarity.

Coverage

Have you provided all the obvious information? Will a casual observer walk away understanding your major findings after a quick perusal of your material? Will a more careful reader learn enough to ask informed questions? In addition to a title/author label and abstract, most successful posters provide brief statements of introduction, method, subjects, procedure, results and conclusions. Ask yourself, "What would I need to know if I were viewing this material for the first time?" and then state that information clearly.

Clarity

Is the sequence of information evident? Indicate the ordering of your material with numbers, letters or arrows, when necessary. Is the content being communicated clearly? Keep it simple. Place your major points in the poster and save the non-essential, but interesting sidelights for informal discussion. Be selective. Your final conclusions or summary should leave observers focused on a concise statement of your most important findings.

Title:

Each poster display should include a lettered sign giving the title and the name(s) of the presenter(s).

Content:

Extensive, imaginative use of captioned illustrations, photographs, graphs or other types of visually appealing material is the point of a poster presentation. Please do not simply mount the text of your paper as a "poster." It will not be effective in this medium. People attending a poster session are free to move about from poster to poster, so presenters should limit the text to four or five pages of double-spaced, 16-20 point text. Lettering needs to be large enough to read from several feet away, so it should be at least 3/8" high in a bold font, or if hand-lettered, written with a regular felt-tip pen (not fine point). Each space will have a small table in front of it where you may place handouts, samples or other materials you wish to demonstrate or give out. Do not mount illustrations on heavy board because these may be difficult to keep in position on the poster board. Be sure to provide clear labels for each section of your presentation.

Materials:

Please bring other materials you may need such as a tape or line level. You may find it useful to have on hand a tablet of sketch paper and suitable drawing materials to assist in your explanations to observers.

Location and Time:

Each poster is part of a session and will remain in place during the assigned period. For best results, please set up your poster presentation 15 minutes before the first presentation. Plan on an exciting interaction with your "audience." Poster sessions are an innovative and challenging way for you to present your data and new ideas and to meet colleagues in a creative setting. *Each group will have 10 minutes to present their poster to the class. Questions and answers will follow each set of presentations. (Your questions or suggestions should be written on your review form due to time limitations).

GRADE POINT BREAKDOWN FOR GROUP POSTER PRESENTATIONS:

This is a peer-reviewed project worth 30% of your course grade. Each theme group is limited to 10 members and you will work within a group of 5. If you are not present on the day of group assignments, I will assign you to an available group. You must be present at the time of the presentations— there will be no "make-up" poster sessions. You may draw on any of the lecture materials, films, or readings from the course. You should explore both the assigned and suggested readings on your topic.

Themes:

GROUP PRESENTATION IN WEEK 15: Posters that investigate cultural patterns of Gender in America in terms of:

1. Gendered Spheres. Group 1:
2. Constructions of identity. Group 2:
3. Cultural expressions. Group 3:
4. Nature/Nurture debate. Group 4:

The poster should consist of the following (Detailed instructions will follow as we cover these areas throughout the semester):

- (1) **Title:** a title tells the audience what the poster is about.
- (2) **Abstract:** The abstract is a brief summary of your **thesis** and research, research question, & conclusions.
- (3) **Research Methods:** this tells the audience what you examined and why this is an important question. You must explain how you gathered your data (did you conduct interviews, did you analyze written materials, did you do observation fieldwork, etc.)
- (4) **Results & Conclusion:** This tells the audience what you found in your study. This tells us the answer to your research question.
- (5) **Visual Images** (if appropriate): use photos, drawings, maps, graphs, etc.
- (6) **References:** Every source should have proper citation (attach a bibliography of any articles, books, or websites that you use in the poster presentation).

***You are the teachers** – use this opportunity as a way to “teach” the class what you learned about the theme. Each group will have 25 minutes to briefly instruct the class how your poster addresses the theme. Though you will be assigned a given theme, you can be creative in the way you explore it (there is no one correct way to do this). Your group should decide the direction and focus of the poster. It can be very general, or very specific. Did the poster presentation cover the theme well (Gendered Sphere, Identity, cultural expression, Nature/Nurture)? Was the poster presentation clear and concise? Try to be simple so that even a quick glance at the poster will tell the audience what it is about. How well did you participate within the group? These group presentations should be helpful for exchanging ideas and concepts that might pertain to your final exams. Use this as an opportunity to develop your ideas and interests. This is a visual presentation -- be creative. *Please note: I will photograph each poster for reference, and collect any hand outs related to your poster (abstract, references, etc.). Your group should Xerox enough handouts for the class (there are approximately 40 students). Your group is responsible for assembling and disassembling the poster.

A Short Bibliography for Preparing a Poster Presentation (From AAA website: <http://www.aaanet.org/mtgs/poster.htm> (11/12/05)):

Caliendo, M A (1985) Poster Session Presentations--Their Impact on Biophotography and the Process of Preparation. *Journal of Biological Photography* 53:5-8.

Harris, C C et al (1986) The Troubleshooter's Guide to Media. *Nursing Outlook* 34(1):28-33.

Kirkpatrick, H, and M L Martin (1991) Communicating Nursing Research through Poster Presentations. *Western Journal of Nursing Research* 13(1):145-148.

Lippman, D T, and K S Ponton (1989) Designing a Research Poster with Impact. *Western Journal of Nursing Research* 11:477-485.

Renner, W E (1985) Poster Session Displays. *Journal of Biological Photography* 53:31-34.

Ryan, N M (1989) Developing and Presenting a Research Poster. *Applied Nursing Research* 2:52-55.

Saydak, S J et al (1987) A Poster Presentation: A Reflection of Professionalism. *Nursing Staff Development*, Fall:164-167.

Sexton, D L (1984) Presentation of Research Findings: The Poster Session. *Nursing Research* 33:374-375.

Tribell, R (1985) The Single Unit Concept for Medical and Scientific Posters. *Journal of Biological Photography* 53:97-104.

Draw on each person's talents and interests when organizing the following tasks. Write the name(s) of those students most responsible for each task:

1) How will you communicate with one another? (Email, discussion board, open lab, meetings, etc.)

2) Consider how you will organize your group. Will you have a “project manager” or will everyone be responsible for completing the tasks?

3) Your most important task is to decide on topic and a research question. How do you plan to examine the theme? Why is your research question important? Remember to link the theme to an aspect from this course.

YOUR TOPIC IS DUE WEEK 3.

4) Coordinate the collection of additional research material via the library or Internet. I suggest using academic articles from the library article database files – look at JSTOR or EBSCO. Decide who should get what article or book and share your resources among the group. Name of student(s) most responsible for this task:

5) Decide who should design the poster. (If appropriate use visual images, graphs, drawings, maps, etc.). Name of student(s) most responsible for this task:

6) Optional: Will you complement your poster with a PowerPoint presentation, and/or very brief video links? Who will be responsible for this task?

7) Decide who should write the title, the abstract, the research methods, the results, and the conclusion. This is a very important task. The entire group as a whole should be responsible for reviewing the completed written portion of the poster. Do not simply copy or cut and paste information from another source as this is plagiarism (= F). Cite your references and write up information in your own words. I want a copy of the written portion of the poster.

DESCRIPTION OF RESEARCH METHODS DUE WEEK 5 Name of student(s) most responsible for this task:

DESCRIPTION OF RESEARCH ARTICLES DUE WEEK 8 Name of student(s) most responsible for this task:

DESCRIPTION OF RESULTS AND FINDINGS Name of student(s) most responsible for this task:

THESIS STATEMENT DUE WEEK 11 Name of student(s) most responsible for this task:

ABSTRACT DUE WEEK 12 Name of student(s) most responsible for this task:

8) Who will be responsible for xeroxing enough handouts for the class if you decide to use handouts? Name of student(s) most responsible for this task:

9) Who will be responsible for assembling and disassembling the poster? Name of student(s) most responsible for this task:

10) How will you present the poster to the class? Will you have one person or several? Name of student(s) most responsible for this task:

11) Have you typed up your bibliography citing all the sources you used to present this project (articles, books, websites, TV shows, movies, etc) Name of student(s) most responsible for this task:

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POSTER GROUPS: What is the topic of your presentation? (Should be included in abstract)

GENDERED SPHERES Group (1) Your poster should investigate cultural patterns in order to explore areas that are typically defined as “Women’s spheres” and or “Male spheres”. Traditional spaces associated with females (i.e. Motherhood, the family, the “domestic sphere”, etc.) and or traditional spaces associated with males (i.e. Sports, Career, “public sphere,” etc.). Think about how spaces might be constructed towards a particular gender, and what might be the broader implications of this? This topic is broad and I would suggest focusing on a narrow topic somehow connected to the Fulton Mall that you could develop fully.

Consider how your topic illustrates issues of power, oppression, resistance or agency (Reproduction of power, colonialism, racism, gender oppression, hidden forms of power inequities, violence etc). You might consider the impact of Western society or impact of Capitalism (transnationalism, globalization, etc.).

With the Poster Presentation you can be more flexible with the sources you intend to use in your presentation. I suggest you emphasize material from the required reading. Beyond that I have merely provided suggestions – you can follow them, or explore the theme of “gendered spheres” in a different way. With the poster presentation I want you to use the required materials as a “springboard” for more discussion related to the theme. (Draw on at least 3 or 4 of the required readings). You should use sources outside the required reading and provide a bibliography of your sources.* Be creative. The poster presentation should be a casual presentation – you don’t have to stand behind the podium and give a speech. Rather, your aim is to “teach” your fellow students something about your topic and how it relates to our concerns in this class.

Today I would like you to discuss what your topic will be.

Address the following as you design a research topic (Hand in the answer to these questions at the end of class):

- A. What is your research study about?
- B. What is the purpose of the research?
- C. What is the research problem?
- D. What is your research question?
- E. What is the significance of your research study?

POSTER GROUPS: What is the topic of your presentation? (Should be included in abstract)

CONSTRUCTIONS OF IDENTITY Group (2) Your poster should investigate cultural patterns to explore issues of Gender identity. You can look at personal constructions of identity or forms of group identity (national identity, religious identity, sexual identity, ethnic/racial identity etc.) How is identity perceived and defined in our society? How might identity be perceived differently from another perspective? Think about the ways people construct a sense of identity perhaps through hairstyle, clothing, or discourse. How can we understand constructions of identity within a broader social cultural and economic context? I would suggest focusing on a narrow topic somehow connected to the Fulton Mall that you could develop fully.

Consider how your topic illustrates issues of power, oppression, resistance or agency (Reproduction of power, colonialism, racism, gender oppression, hidden forms of power inequities, violence etc). You might consider the impact of Western society or impact of Capitalism (transnationalism, globalization, etc.).

With the Poster Presentation you can be more flexible with the sources you intend to use in your presentation. I suggest you emphasize material from the required reading. Beyond that I have merely provided suggestions – you can follow them, or explore the theme of identity in a different way. With the poster presentation I want you to use the required materials as a “springboard” for more discussion related to the theme. (Draw on at least 3 or 4 of the required readings). You should use sources outside the required reading and provide a bibliography of your sources.* Be creative. The poster presentation should be a casual presentation – you don’t have to stand behind the podium and give a speech. Rather, your aim is to “teach” your fellow students something about how cultural constructions of identity relate to our concerns in this class. Gender identity is a very broad topic and can be combined with many other aspects of the course, such as social constructions of women’s spheres and identity, cultural expressions and identity or explore the theme of “the body” and identity, etc. Or take the concept of identity construction in a different direction.

Today I would like you to discuss what your topic will be.

Address the following as you design a research topic (Hand in the answer to these questions at the end of class):

- A. What is your research study about?
- B. What is the purpose of the research?
- C. What is the research problem?
- D. What is your research question?
- E. What is the significance of your research study?

POSTER GROUPS: What is the topic of your presentation? (Should be included in abstract)

CULTURAL EXPRESSIONS. Consumption, popular culture, media and gender. (Informing understandings of gender through TV, issues of oppression in magazine images, the “selling” marketing of identity/oppression, Music, art, video games, comics etc. Group (3) Cultural expressions often reflect the values of society. Explore how art, popular culture, and/or material culture reflect values in our society and how these impact our understandings of gender. What kinds of values are being promoted through cultural expressions and what does this say about men or women in our society? I would suggest focusing on a narrow topic somehow connected to the Fulton Mall that you could develop fully.

Consider how your topic illustrates issues of power, oppression, resistance or agency (Reproduction of power, colonialism, racism, gender oppression, hidden forms of power inequities, violence etc). You might consider the impact of Western society or impact of Capitalism (transnationalism, globalization, etc.).

With the Poster Presentation you can be more flexible with the sources you intend to use in your presentation. I suggest you emphasize material from the required reading. Beyond that I have merely provided suggestions – you can follow them, or explore the theme of cultural expressions in a different way. With the poster presentation I want you to use the required materials as a “springboard” for more discussion related to the theme. (Draw on at least 3 or 4 of the required readings). You should use sources outside the required reading and provide a bibliography of your sources.* Be creative. The poster presentation should be a casual presentation – you don’t have to stand behind the podium and give a speech. Rather, your aim is to “teach” your fellow students something about how cultural expressions relates to our concerns in this class. You can be broad or specific – you can focus on artistic expressions in general or pick something from popular culture or music or material culture. You can look into cultural expression and memory or cultural expression and identity – or take the concept of cultural expression in a different direction.

Today I would like you to discuss what your topic will be.

Address the following as you design a research topic (Hand in the answer to these questions at the end of class):

- A. What is your research study about?
- B. What is the purpose of the research?
- C. What is the research problem?
- D. What is your research question?
- E. What is the significance of your research study?

POSTER GROUPS: What is the topic of your presentation? (Should be included in abstract)

NATURE/NURTURE Group (4) Your poster should investigate cultural patterns to explore understandings of gender from a biological perspective in contrast to a cultural one. Understanding of sex, sexuality, and gender roles. Look both at the biological understandings of sex yet also cultural constructions of gender. Is your gender identity based on what you are born with or is it how you are raised? Address the question – is gender determined by biology (what you are born with) or is gender determined by your cultural environment (how and where you are raised)? You might address sex, sexuality and how this affects gender roles. I would suggest focusing on a narrow topic somehow connected to the Fulton Mall that you could develop fully.

Consider how your topic illustrates issues of power, oppression, resistance or agency (Reproduction of power, colonialism, racism, gender oppression, hidden forms of power inequities, violence etc). You might consider the impact of Western society or impact of Capitalism (transnationalism, globalization, etc.). Particularly related to the Nature/Nurture debate, in what way has Western medicine been culturally informed? Are there really just two genders?

With the Poster Presentation you can be more flexible with the sources you intend to use in your presentation. I suggest you emphasize material from the required reading. Beyond that I have merely provided suggestions – you can follow them, or explore the theme of “nature/nurture” in a different way. With the poster presentation I want you to use the required materials as a “springboard” for more discussion related to the theme. (Draw on at least 3 or 4 of the required readings). You should use sources outside the required reading and provide a bibliography of your sources. * Be creative. The poster presentation should be a casual presentation – you don’t have to stand behind the podium and give a speech. Rather, your aim is to “teach” your fellow students something about your topic and how it relates to our concerns in this class.

Today I would like you to discuss what your topic will be.

Address the following as you design a research topic (Hand in the answer to these questions at the end of class):

- A. What is your research study about?
- B. What is the purpose of the research?
- C. What is the research problem?
- D. What is your research question?
- E. What is the significance of your research study?

*DESCRIPTION OF RESEARCH METHODS DUE WEEK 5

ANTH 1103, CONTEMPORARY WOMEN: AN INTERDISCIPLINARY APPROACH TO THE STUDY OF THE FEMALE

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POSTER GROUPS: WHAT ARE YOUR RESEARCH METHODS?

What are the research methods you will use to gather the information you need to address your topic? Due Week 5 – a description of how your group will gather its data (Address in detail 1-3 and explain which aspect of the research each student will be responsible for)

1) SOURCE OF SUBJECTS AND SELECTION CRITERIA (If you are interviewing or observing a group of people, how will you find them, how will select them, how many people will you observe or interview, provide a description of them (Age, Class, Ethnicity, etc.), etc, Describe how you establish rapport. Offer a gift to “show appreciation to the person for their time.

If you are collecting raw data (primary sources to be analyzed such as an analysis of magazines, or comic books, etc.), where will you collect it? What are your selection criteria? How many will you collect?).

2) DESCRIPTION OF PROCEDURES In this section you need to describe what exactly you are going to do to gather the information you need. (What type of interview? What type of questions? If you are doing observation – what will you observe, when and where? How will you document what you observe, etc? If you are using raw data – why did you select this particular material? How did you go about making this decision? What will you look for?) Describe the research methods you intend to use:

A. Where did you conduct your research (Describe your fieldsite)? What did you observe? Describe how long you observed the event (hours, # of days, etc.). When did you conduct your research (time of day, season, etc.)? Describe what you will observe, when, and how. Describe what specifically you are observing, and/or whom you will interview. For example, if you are observing a baseball game, are you observing the fans, the activity on the field, etc? Describe what questions you are interested in addressing – are you looking at the implications of discourse, or gender roles, or class reproduction, etc.?

B. Observation data and Taking Notes:

Sometimes it is difficult to take notes while you are observing an activity. In fact, it is sometimes preferential to participate in the activity rather than to just stand in a corner writing notes. In addition, if you stand in a corner to take notes, you may make the people you are observing feel uncomfortable. If you write down your notes after an event, be sure to do so as soon as possible. You would be surprised what you forget. If you are recording a fast paced event, use single key words or quick outlines to expand on later. When expanding on your notes reconstruct events, add details and impressions. Elaborate on your personal experiences as a participant and problems you may come across as an observer. A field researcher records activities and interactions with others, often in chronological order.

C. Use detailed descriptions. Use adjectives and adverbs. (A cat sits in the sun – or -- A fluffy orange tabby cat wiggles in the warmth of the sun). Use vivid fresh language. Emphasize what makes what you observed interesting, or unique. Use specific descriptive details. Give an impression for the reader by describing what you see, hear, smell, taste, and feel. Researchers should also note their own reactions and thoughts to the experiences observed.

You should describe at least 3 or more of the following:

- 1) The temporal and spatial environment. (Use of time and space)
- 2) Language or discourse (Incl. songs, chants, ritual statements, etc.) What did you hear?
- 3) Gestures or body language (Incl. dance, movement, etc.)
- 4) Clothes or body ornaments (Incl. costumes, formal v. regular attire, makeup, etc.)
- 5) Colors
- 6) Material objects including food.
- 7) Emotions (happy, sad, scared, etc.) How did you feel? How did the participants appear to be feeling?
- 8) Describe microcultural factors such as race, ethnicity, class, gender, age, etc.
- 9) Describe explicit or implicit rules and norms.
- 10) Describe symbols.

D.) **Interview:** If you decide to conduct interviews, what type of interview technique do you intend to use? Will you use recording equipment during your interviews? How many people will you interview? Describe the people you will interview (Age, class, gender, ethnicity, etc.) Describe how you will find the people to interview (friends, family, strangers on the street, etc.) Will you write out questions? **Describe the type of questions you intend to ask and attach the questionnaire to the back of your paper. Describe precisely how you will conduct your interviews.**

- 1) **Informal interviewing** -- in the field conversations. Typically this occurs when doing participant observation.
- 2) **Unstructured interviewing**- the interview is clearer. You sit down with the informant and hold an interview. You have a clear plan in mind but you don't have a lot of control over the informant's responses. You keep focused on a topic -- but you give your subject the ability to define the conversation. **BUT THIS TECHNIQUE TAKES A LOT OF TIME AND SEVERAL INTERVIEWS.**
- 3) **Semi-structured interviewing:** you use an interview guide -- a written list of questions and or topics. An interview guide basically guides or directs the interview discussion but is open to follow up on leads -- be flexible to go with what the informant is saying." It shows that you are prepared and competent but that you are not trying to exercise excessive control over the informant (Bernard 1988: 205)"
- 4) **Very structured interviews** -- usually when you are interviewing more than one person -- you use the exact same questions with all the people you interview in order to compare their responses

E. **Collecting First Hand Data:** If you decide to use primary sources, what sources do you intend to use and how will you gather them? You should not rely on other people's research on your topic but rather raw data that you will collect and analyze yourself. For example, if you are analyzing fashion magazines, describe **which magazines** you will look at (Vogue, Elle, etc.) and **which issues** you will be looking at (Month, year, etc.) **Explain why you are selecting** a particular magazine. Describe the magazine. Will you be looking at the advertisements in the magazines? The photographs? The articles? Be very clear and precise regarding what you will be looking at and what you intend to analyze. What questions or concerns are of interest to you? If you are going to analyze a film or genre of films -- tell me **which films** and **why you have selected them.** Will you **take notes** during your observations? Describe what concerns specifically you will be looking for as you observe the film. If you are going to analyze the construction of gender and race in political cartoons -- where are you going to get these cartoons? How will you decide which ones to discuss? What issues are you concerned with as you look at these comics?

F. **Recording devices:** Describe how you will record the information you gather: pen and paper, digital recording, photography, video, etc.

G. **Participant Observation:** Are you a participant in the activity you are observing or exploring? Anthropologists use the method of participant observation to get to know the culture in a more in depth way. The anthropologist participates in the same everyday activities as the people he or she studies. As the anthropologist does as the people do, she observes at a more informal level to gain valuable insights into the culture. You can also use "self reflexive" data in the "writing culture" style.

3) ETHICS

If you decide to use fieldwork, be sure to be honest with the people you are observing. Give the people "informed consent" -- tell them you are observing them to write a paper for a course. Ask permission to observe an event. Give the person a Pseudonym to protect his/her identity. If the person does not want to participate, find someone else to study. Respect the person's feelings and rights. Explain to them they have the right not to answer your questions. If you are interviewing someone you must also address the following:

- A. POTENTIAL HARM OR BENEFIT TO SUBJECT
- B. METHOD OF CONFIDENTIALITY
- C. DESCRIPTION OF ORAL AND WRITTEN CONSENT

Today I would like you to discuss what your research methods will be.

Address the following as you design a research methods section (Hand in the answer to these questions at the end of class):

- 1) What is the source of your research subject and what are your selection criteria?

2) Describe your procedures:

3) Describe how you will address ethics:

4) Assign tasks to your research project – who will be responsible for what?

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POSTER GROUPS: RESEARCH SOURCES

Today I would like your group to:

1) Discuss the three materials from the course you intend to use (listed below). Make sure everyone has a copy of the articles you choose. Everyone should read the materials carefully and write up reading notes. (Look at your syllabus to see how these materials are placed within the context of the course).

2) Coordinate the collection of additional research material via the library or Internet. I suggest using academic articles from the library article database files – look at JSTOR or EBSCO.

3) Who will be responsible for typing up your bibliography of materials you used in your research? You need to include the 3 assigned materials (below), any additional articles you find on JSTOR or EBSCO, and any Internet sites you looked at for reference (list the name of the website, the website address, and the date you retrieved the information).

4) At the end of class I want a list of the 3 articles, and how you have assigned the responsibilities in your group.

COURSE BIBLIOGRAPHY: (Available on city tech library article search/database: JSTOR)

Adileh, Mutasem (2011) “Arabic Music Between the Hammer of Technological Creativity and the Anvil of Identity (A Critical Study)” in *International Review of Aesthetics and Sociology of Music*, Vol. 42, No. 1 (June 2011), pp 145-163.

Blanchard, Ray “Fraternal Birth Order, Maternal Immune Reactions, and Homosexuality in Men” in *Politics and the Life Sciences* Vol. 19, no. 2 (Sep 2000), pp. 157-159.

Bordo, Susan “Material Girl”: The Effacement of Postmodern Culture” in The Gender/Sexuality Reader: Culture, History, Political Economy. Lancaster, Roger N., and Micaela di Leonardo (Eds.) New York: Routledge, 1997.

Bucholtz, Mary “Why Be Normal?: Language and Identity Practices in a Community of Nerd Girls” in *Language and Society* Vol. 28, No. 2, *Communities and Practice in Language and Gender Research* (Jun. 1999), pp. 203-223.

Caldwell, Paulette “A Hair Piece: Perspectives on the Intersection of race and Gender” in *Duke Law Journal*, Vol. 1991, No. 2 (Apr., 1991), pp. 365-396, 1991.

Candelario, Ginetta “Hair Race-ing: Dominican Beauty Culture and Identity Production” *Meridians*, Vol. 1, No. 1 (Autumn, 2000), pp. 128-156, 2000.

Cavender, Gray, Lisa Bond-Maupin and Nancy C. Jurik (1999) “The Construction of Gender in Reality Crime TV” in *Gender and Society* Vol. 13, No. 5 (Oct., 1999) (pp. 643-663)

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Our group intends to use the following three articles:

- 1.
- 2.
- 3.

*DESCRIPTION OF RESULTS AND FINDINGS DUE WEEK 10

ANTH 1101, INTRODUCTION TO ANTHROPOLOGY

Dr. Pope Fischer

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POSTER GROUPS: *What are your research results and findings?* Using the article you selected and other outside sources, what is the answer to your research question? What information did you find to support your thesis? This section will most likely be the primary emphasis in your oral presentation.

After you have gathered your data and research materials, what did you find? What conclusions can you make given your data? What information did you find in the research article(s) from JSTOR? Did your group do any fieldwork? What information did you learn from your fieldwork experiences? Given the research question your group decided upon, what answers did you find --- give a statement of your findings. Consider addressing the following:

1. Start with your research question or research goal.
2. Review, analyze and interpret the information you gathered to answer the research question.
3. Review the literature (the article(s)) you gathered to answer your question. Critique the literature. How does the article help you answer your research question? What would you add or eliminate from the author's thesis? Explain how you will use the article that you selected to answer your research question.
4. What did you find? Summarize the key results that answer your original research question. Compare the results you came up with to what you originally expected to find.
5. Did you have any problems? Give a statement of any issues that may have affected your research results.
6. Write the discussion or interpretation of the results (this would be related to your thesis statement due next week).
7. Do you have any recommendations for future research? How would you conduct your research differently next time given the results you found?

ANTH 1103, CONTEMPORARY WOMEN: AN INTERDISCIPLINARY APPROACH TO THE STUDY OF
THE FEMALE

Dr. Pope Fischer

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POSTER GROUPS: What is the thesis? (Should include thesis statement in abstract)

Develop a thesis:

Ask yourself

1) To what theoretical body of work does the experience of my data address? (For our purposes – what 3 articles from our reading can I use to explain the information I observed? Instead of looking at the topic of the article, look at the main theoretical argument – the thesis. Draw on the themes of the course.

2) How does my data add (or contest) the literature?

Your thesis should include three parts: What, How, and Why.

1) WHAT is your objective? (What will you argue, describe, critique, compare, contrast, etc.?)

Your objective for this assignment is to describe gender in American society. Keep focused on your objective -- don't stray from your objective.

2) HOW will you prove WHAT you said?

The thesis tells the reader how you intend to prove your point -- you will be drawing your conclusions from the data you collected. You will draw on certain topics within your data that will support your thesis. Use the data you gathered as evidence to prove your thesis argument.

3) WHY are you writing this paper? (What will I show, prove, challenge, etc.?)

By doing WHAT you are supposed to do (describe gender in American society), and HOW you are going to do this (by presenting evidence from the data you gathered), you will show, prove, challenge "X".

Or

By looking at _____ (your research topic), we can see gender in American culture, and this is important because it shows us "X" (some type of debatable arguable point)

This is where you can relate your data to one of the key themes of the course.

SAMPLES:

By looking at two women's stores at the Fulton Mall, we can see gender in American culture, and this is important because it shows the paradox of both female empowerment yet subordination.

Magazines may appear harmless yet the stereotype of a perfect female body is often portrayed in the photographs and advertisements. This paper proves that media portrayals of the female body can be harmful.

ANTH 1103, CONTEMPORARY WOMEN: AN INTERDISCIPLINARY APPROACH TO THE STUDY OF
THE FEMALE

Dr. Pope Fischer

LPopeFischer@citytech.cuny.edu

POSTER GROUPS: ABSTRACT

An abstract is a brief paragraph that describes the highlights of your research project. In general it should consist of the following:

- 1) It should be approximately 150 to 250 words
- 2) It should introduce your topic and highlight the motivation for your project:
 - a. *What is the topic or purpose of your study?*
 - b. *What is your research question, the main objective, or goal?*
 - c. *What is your thesis statement?*
 - d. *Why are the topic and/or thesis important? Why did you think it was interesting or important to choose the topic or thesis?*
- 3) Methods/Procedures - Though you will have a paragraph outlining your research design/methods in more detail, you should have one sentence that summarizes what you did to find an answer to your question (i.e. Qualitative research, observation, interviews, review of literature, etc.)
- 4) Results/Findings/ product - Though you will have a paragraph that goes over your research results in more detail, you should have one sentence that explains what you found.
- 5) Conclusion – Though you will have a paragraph that goes over your conclusions, you should have one sentence that summarizes your main point. As a result of completing your research, what did you learn? What does it mean? Did you meet your main goal/objective? What contribution does your research make? In other words, what are the larger implications of what you found? Do you have suggestions for future research?

A bibliography should be in alphabetical order based on the authors' last name. If you are listing several articles/books by the same author, you list the entries by the dates of publication. You should make a reference to all materials used in your paper along with citations within the paper itself. If you looked at a website for reference, or used an online dictionary, you need to cite these sources as well.

SAMPLE BIBLIOGRAPHY (The following is in the official Anthropology format. You can use whatever format you feel comfortable with (i.e., MLA, APA)). The following illustrates how to cite a TV program, and journal article within an edited book, a radio program, an Internet source, a book, a film, and a newspaper article. Internet sources need to have a document title or description, a date (date of publication or date retrieved) and Internet address, as well as the name of the author (if known), and the date you retrieved it from the Internet. If you use Microsoft word – look under “document elements” for “references” and click on “manage” and (+) to add references – the bibliography can be automatically produced in various styles (Chicago, MLA, etc.) There are online websites that can help you make your bibliography such as www.easybib.com/ or www.bibme.org/

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1972 Governor Reagan on Grass, San Francisco Chronicle, 29 Jan. 1972, Final Ed., p. 6, cols. 1-5.

JUST TO SHOW YOU THE DIFFERENCE -- THE FOLLOWING IS CHICAGO STYLE:

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FINAL CHECK LIST

___ Display clearly the title of your poster

___ Prepare the abstract. State clearly the thesis and research question.

___ Describe the research methods: 1. Source of subjects and selection criteria, 2. Description of procedures, 3. Ethics

___ Incorporate a discussion of one academic article (download from JSTOR so all student's can have access to it). Explain how the article supports your analysis/thesis statement.

___ Describe your results and conclusion. Using the article you selected and other outside sources, what is the answer to your research question? What information did you find to support your thesis?

___ Type up a bibliography of all the sources you referred to. (If it does not fit on the poster, you can put it on the side)

___ Utilize visual images if appropriate (photos, drawings, maps, graphs, etc.)

___ Revise a rough draft of the text. The written portions of the poster should be distributed to your group well before hand so that everyone can correct and edit any mistakes. I will need a copy of the text used on the poster.

___ Don't paste the poster together the morning of the event. Your poster should be ready to present at the start of the class.

___ (OPTIONAL) Who will put together and do the powerpoint presentation? Put it on a flashdrive and email it to yourself. Make sure to test your powerpoint presentation on the classroom equipment before the day of the presentation.

___ Have a back-up plan. If one person is supposed to present the poster to the class, make sure you have an alternate person in case he or she is late to class, gets sick, gets stuck on subway etc.