

SOC 301: Gendered institution analysis

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WRITING ACROSS THE CURRICULUM



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The Writing *Process*

Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic



Drafting/revising

- Get feedback on your draft/revise: work on higher order concerns: structure, argument, organization

Editing

- Work on style and lower order concerns
- Proofread, consult checklist for assignment



Genre: persuasive/argumentative
 descriptive
 analytic, synthetic

Length: 2500-3000 words (8-10 pages, double-spaced)

Value: 40%

Due: rolling, March 24 – April 9

References: your choice (APA, MLA, Chicago, Vancouver, etc.)

 Secondary research is not required, but you should have
at least **3-5 references** to class materials, **minimum**.

Abstract: ?

Headings: Specific, not generic



Produce an analysis of a social institution: “repeated patterns of actions with internal norms, expectations and rules, which organize individuals in pursuit of specific activities and goals.” **Identify** one social institution in your life, **describe** how that institution is gendered, and **analyze** the ways it produces certain forms of gender: a social institution is gendered to the extent that “opportunities, constraints, resources, values, norms and activities that people experience through those institutions are differentiated according to sex”.



1. Clear and detailed description of the social institution chosen.
2. Clear and detailed description of the extent to which that institution is gendered.
3. Analysis of the ways in which gender is produced in that institution (that is, the specific interactions, rules or values, whether explicit or implicit, which make the institution gendered).
4. Use of class materials (readings, lectures, films, guest speakers) to analyze points 2 and 3 above.



Four aspects to this:

1. **Identify** and be able to **describe** an appropriate object of study;
2. **Describe** how your object is gendered;
3. **Analyze** and **take a position** on how your object produces certain forms/norms/etc of gender;
4. **Incorporate** course materials

Approaches:

- **Summarize/describe** object: what are the most important aspects for your analysis?
- **Analysis**: what are its component parts?
- **Synthesize**: **persuade** audience of your position, based on course materials



Four aspects to this:

1. **Identify** and be able to **describe** an appropriate object of study;
2. **Describe** how your object is gendered;
3. **Analyze** and **take a position** on how your object

4. **Must go beyond simple description and summary:
analyze and take a position
on your object!**

Apply

- **Summarize/describe** object: what are the most important aspects for your analysis?
- **Analysis**: what are its component parts?
- **Synthesize**: **persuade** audience of your position, based on course materials



What makes a good topic?

- specific, concrete, NOT abstract/general
- analytic, NOT descriptive
- narrow focus: depth over breadth
- manageable within word count



What makes a good topic?

Weak topic:

- sports
- university
- religion

- business

- the UofA

- the internet

- politics

Stronger topic:

- my curling league
- SOC 301
- a Jewish Reform synagogue
- Staples
- Tim Horton's
- Gender inclusive washrooms at UofA
- Reddit (probably a specific subReddit)
- The PC party in Alberta



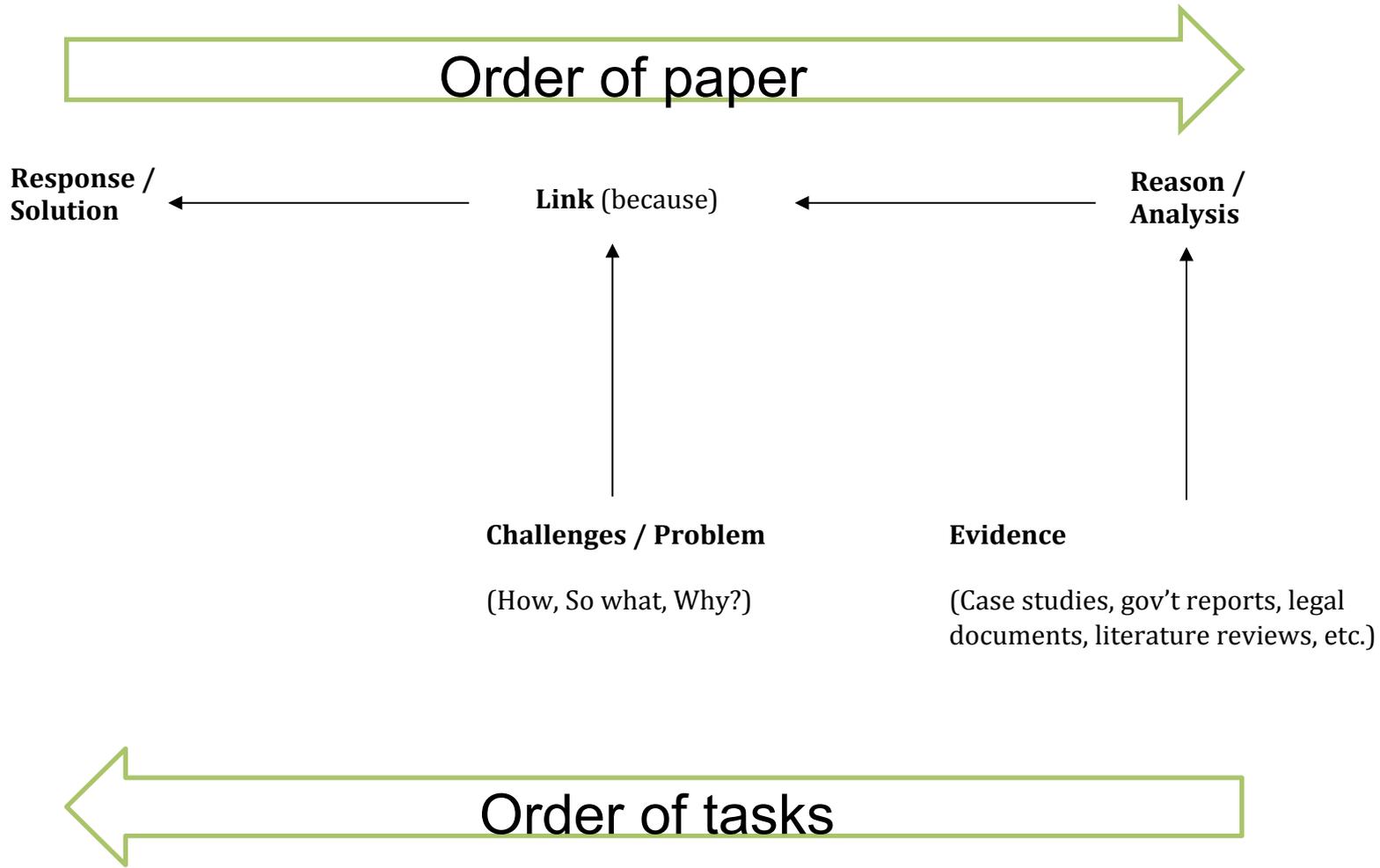
Include:

- Observation (What?)
- Argument (So what?)
- Implication(s) (Now what?)

Needs to be:

- Specific/focused
- Manageable
- Interesting
- Explicit

“I argue X, because of A, B, and C.”





Introduction

- Purpose/topic/research question
- Object(s) of study
- Thesis
- Outline

Background

- Overview of social institution (**description**)
- Outline of the extent of institutional gendering (**description**)

Body/sub-claims

- **analysis of specific aspects** of institution: how is gendered produced?

Conclusion

- Summary
- **Significance**/implications/"so what?"



Brevity with clarity:

- Use active, declarative sentences
 - Avoid overly-long and complex sentences
 - Avoid passive constructions
- Avoid modifiers (adjectives, adverbs)
- Avoid emotional appeals or attempts to blatantly spin the issue/responses
- Be direct and explicit
 - “I argue that....”
 - “This shows....”
 - “Here we see....”



Ways to introduce evidence:

- Direct quotation
- Paraphrase
- Summary

Quotation: more wordy; places focus directly on text; allows you to comment on *rhetoric* and *form*; need to provide explicit *analysis*; integrate into your own sentences (avoid “dropped quotations”)

Paraphrase and summary: more concise; focuses attention on specific aspects of evidence; creates a persuasive narrative; keeps focus on *content* rather than *rhetoric*

Always (ALWAYS!) indicate when you draw on another’s ideas



Always have a **topic sentence** that explicitly indicates what the paragraph is about, and how it fits within the larger document

Always have a **transition sentence** that connects each chunk of argument to the next:

- use transitional words/phrases
- link back to main claim or sub-claim



Always comment directly on your evidence

- Assert
- Cite
- Explicate: always **explicitly** link your evidence to your claims

Transitions for purpose

For this purpose	In order to	To that end
In order that	So that	To this end

Transitions for argument or proof

Accordingly	Despite	In addition	Nevertheless	Therefore
Admittedly	Even so	In any case	Nonetheless	Thus
Although	Even though	In conclusion	Obviously	To be sure
At this level	Evidently	Indeed	Of course	Truly
Because	For	In fact	On the one	Whatever the
Besides	For the same	In light of this	hand... On	case may be
But	reason	evidence	the other hand	What's more
Certainly	Furthermore	In summary	Regardless	
Clearly, then	Granted	Meanwhile	Since	
Consequently	However	Moreover	That is	

Transitions for exemplification, illustration, addition or clarification

Additionally	For instance	More importantly	Specifically	The next part
Again	Further	Moreover	Such as	To add
Also	Furthermore	Most importantly	Take the case of	To clarify
And then	Generally	One characteristic...	That is to say	To demonstrate
As an illustration	speaking	Another characteristic	The final type	To explain
Besides	i.e., (that is)	One example...	The first	To illustrate
Besides that	In addition	another	(second, third)	To put it another
Case in point	In another case	example	category	way
Equally	In general	One kind... another	The last group	To rephrase it
important	In other words	kind	The most	What's more
Finally	In particular	One way... Another	important	
First	In the same way	way	component	
Following this	In this case	On this occasion	The most important	
further	In this situation	Point in fact	example... The	
For example	Like	Pursuing this further	next example	

Transitions for emphasis or repetition

Absolutely	Certainly	In brief	Obviously	To repeat
Always	Definitely	Indeed	Of course	Undeniably
As I have noted	Emphatically	In fact	Perennially	Undoubtedly
As I have said	Eternally	Naturally	Positively	Unquestionably
As has been noted	Extremely	Never	Surely	Without a doubt
Assuredly	Forever	Nobody denies	Surprisingly	Without reservation
By all means	In any case	No doubt	To be sure	

Transitions for comparison and contrast

Although	Despite	Likewise	hand... On the	Vis à vis
After all	Even though	Meanwhile	other hand	Where
As	However	Nevertheless	Otherwise	Whereas
Balanced against	In comparison	Nonetheless	Similarly	While
But	In contrast	Of course	Still	Yet
By comparison	In the same way	Once in a while	Though	
Compared to	In spite of	On the contrary	Unlike	
Conversely	Like	On the one	Up against	

Transitions for concession and exception

Admittedly	Granted	Nevertheless	Once in a while	Though
Although this	However	Nonetheless	Perhaps	To be sure
may be true	In spite of	Of course	Regardless	True
Certainly	It is true that	Of course, it is	Sometimes	Yet
Despite	Maybe	true that	Still	

Transitions for cause and effect

Accordingly	Because	For this reason	The first	important cause
Another cause	Consequently	On account of	(second, third)	/ effect
Another effect	For	Since	cause / effect	Therefore
As a result	For that reason	So	The most	

Transitions for narration and process

After	At first	third	Meanwhile	(second, third)
After a few hours	At last	Firstly...	Nearly	step
(days, months, years)	At the same time	secondly... thirdly	Never	The next step
After that	Before	Formerly	Next	The last step
Afterwards	Before long	Frequently	Now	Then
Almost	By this time	Immediately	Once	Thereafter
Always	Earlier	In the first place	Previously	Two hours
As	Eventually	In the meantime	Soon	(days, months, years) later
As soon as	Finally	Later	Subsequently	When/While
	First... second...	Later on	The first	

Transitions for description

Above	Beyond	Inside	On one side... On the other side	The least important
Behind	In	Nearby	Outside	The most important
Below	In back of	Next to	Over	Under
Between	In front of	On		

Transitional chains

Basically... similarly... as well	In the first place... pursuing this further... finally
First(ly)... second(ly)... third(ly)...	In the light of the... it is easy to see that
Generally... furthermore... finally	In this case... in another case
In the first place... also... lastly	To be sure... additionally... lastly
In the first place... just in the same way... finally	

Transitions for conclusion or summarization

Accordingly	Finally	In final analysis	In summary	To summarize
As a result	Hence	In final	Lastly	To sum up
As I have said	In brief	consideration	On the whole	Therefore
As I have shown	In conclusion	In general	Summing up	Thus
Consequently	Indeed	In sum	To conclude	

References

- Kirszner, L.G. & Mandell, S.R. (2006). *Writing first: Practice in context* (3rd ed.). Boston, MA: Bedford/St. Martin's.
- The OWL at Purdue (2007). *Transitional devices*. Retrieved November 1, 2007, from <http://owl.english.purdue.edu/owl/resource/574/02/>
- Transition words* (n.d.). Retrieved November 1, 2007, from <http://larae.net/write/transition.html>
- The Writing Centre at the University of Wisconsin – Madison (2006). *Using transitions*. Retrieved November 1, 2007, from www.wisc.edu/writing/Handbook/Transitions.html



- Get feedback from a “trusted reader”
 - Consider using other students in the course or the Centre for Writers
- Ask readers to read for specific purposes: thesis, structure, transitions, development of a particular paragraph or idea.
- Focus on higher-order concerns before lower-order ones



Towards the due date, switch your focus from

higher-order concerns (arrangement, arguments, evidence) to

lower-order concerns: proofreading, grammar, citation format,
grammar/spelling



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