

# SOC 301: Gendered institution analysis

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**UNIVERSITY OF ALBERTA**  
WRITING ACROSS THE CURRICULUM



# Writing across the Curriculum

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## Class Presentation Slides

### Presentations for Students

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[Term Paper: Economics 211 \(PDF\)](#)

[Research Reports: Economics 399 \(PDF\)](#)

[Short Paper Assignment: Exploratory Paper: Nursing 303 \(PDF\)](#)

[Community Health Assignment Reflection Paper: Nursing 295 \(PDF\)](#)

[How to Write an Editorial Article: Sociology 365 \(PDF\)](#)

[Writing Persuasively: Mechanical Engineering 200 \(PDF\)](#)

[Writing the Literature Review Essay: Animal Science 120 \(PDF\)](#)

[Writing the Research Proposal: EAS 493 \(PDF\)](#)

[Teaching Writing: A Primer for Graduate Students \(PDF\)](#)

[How to Write a Literature Review: HUCO 510 \(PDF\)](#)

[How to Write a Thesis Statement: Religion 274 \(PDF\)](#)

[Examining the Term Paper: PERLS 204 \(PDF\)](#)

[Science, Technology, Society 200: The Short Essay \(PDF\)](#)

[Nursing 494: The Annotated Bibliography Scholarly Paper \(PDF\)](#)

[Human Ecology 201: The Research Essay \(PDF\)](#)

[Biology 107: The Scholarly Essay \(PDF\)](#)

[Biology 108: The Scholarly Essay \(PDF\)](#)

[Nursing 306: The Scholarly Paper \(PDF\)](#)

[Evaluating Writing in History and Classics Courses \(PDF\)](#)

[Sample Rubric Handout \(PDF\)](#)



# 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



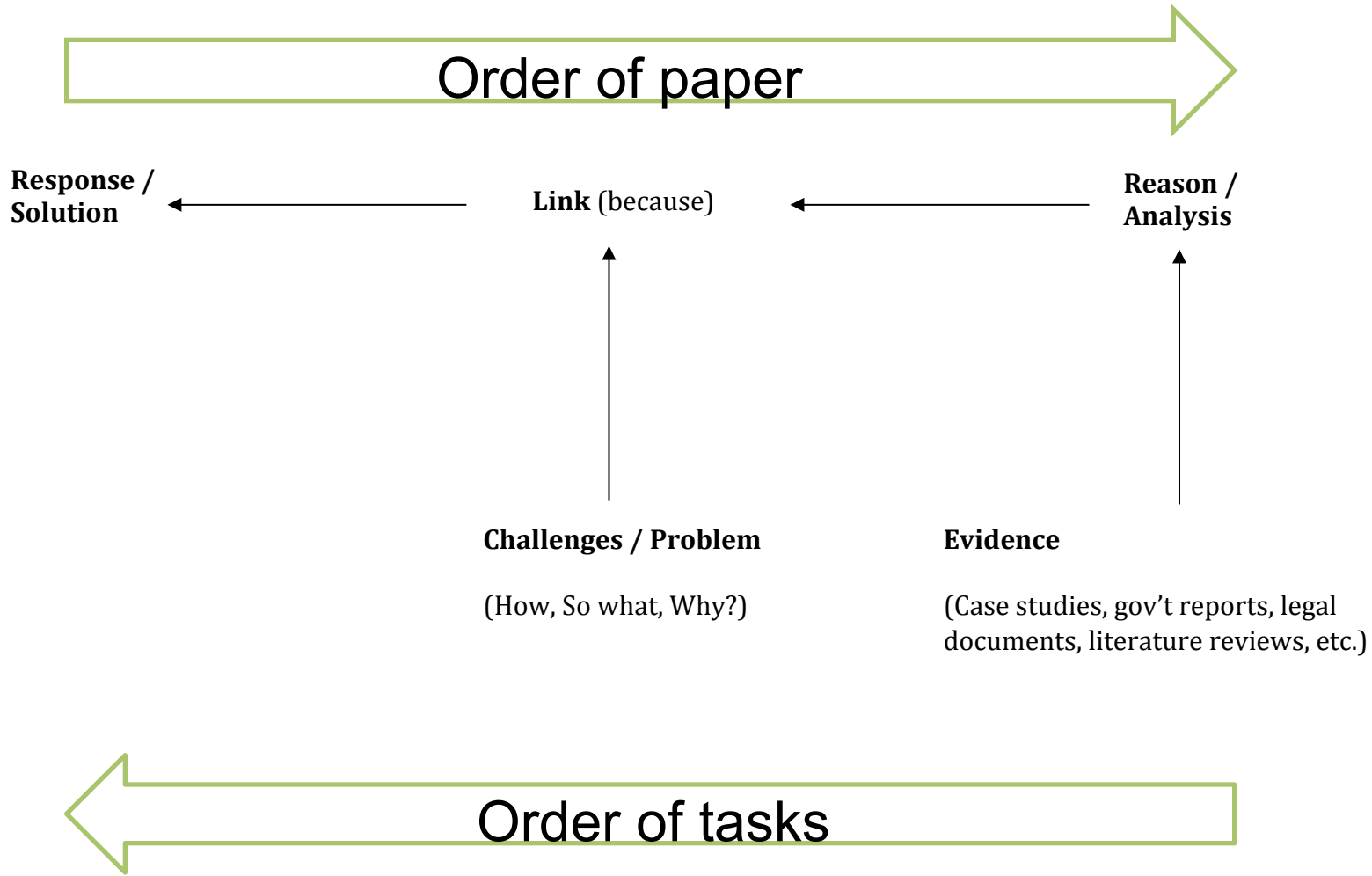
## Include:

- 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 may be true	However	Nonetheless	Perhaps	To be sure
Certainly	In spite of	Of course	Regardless	True
Despite	It is true that	Of course, it is true that	Sometimes	Yet
	Maybe		Still	

## **Transitions for cause and effect**

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

## **Transitions for narration and process**

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

## **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 consideration	Lastly	To sum up
As I have said	In brief	In general	On the whole	Therefore
As I have shown	In conclusion	In sum	Summing up	Thus
Consequently	Indeed		To conclude	

## **References**

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- Transition words* (n.d.). Retrieved November 1, 2007, from <http://larae.net/write/transition.html>
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- 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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