

Continuation/Research Progression Projects Form (7)
 Required for projects that are a continuation/progression in the same field of study as a previous project.
 This form must be accompanied by the previous year's abstract and Research Plan/Project Summary.

Student's Name(s) Megan Gole

To be completed by Student Researcher: List all components of the current project that make it new and different from previous research. The information must be on the form; use an additional form for previous year and earlier projects.

Components	Current Research Project	Previous Research Project: Year: <u>2018</u>
1. Title	Analyzing the Foundation of Rhetorical Gender Inequality through Competitive High School Debating During Adolescence and the Connection to the Workplace	Analyzing the occurrence occurrence of Gender Inequality through competitive High School Debating During Adolescence
2. Change in goal/purpose/objective	<ul style="list-style-type: none"> conduct debates & see how often each gender won, compare confidence by gender, look @ rhetoric judges attributed to debaters, look @ speaker scores 	<ul style="list-style-type: none"> see representation of genders @ previous tournaments (judges & debaters) → see if there is a disparity
3. Changes in methodology	<ul style="list-style-type: none"> conduct experimental debates to see what rhetoric was used to attribute wins & losses prepared speeches, fill out survey after debate 	<ul style="list-style-type: none"> collect tournament data from online database at the local, state, & national level
4. Variable studied	<ul style="list-style-type: none"> compare speaking, wins & losses by gender in an experimental debate stereotypical rhetoric persuasiveness, aggressiveness → rhetorical gender debater confidence predict workforce success as lawyer 	<ul style="list-style-type: none"> representation of each gender at a tournament (debaters & judges) wins & losses
5. Additional changes	<ul style="list-style-type: none"> conduct debates where participants judge or debater no longer looking at gender representation of debaters & judges from old project 	<ul style="list-style-type: none"> looked at previously collected public data

Attached are:

☒ Abstract and Research Plan/Project Summary, Year 18-19

→ continuation behind word

I hereby certify that the above information is correct and that the current year Abstract & Certification and project display board properly reflect work done only in the current year.

Megan Gole
 Student's Printed Name(s)

Megan Gole
 Signature

12/11/19
 Date of Signature (mm/dd/yy)

previous
year
18-19

Abstract

In 3 data analysis studies, there was an exploration on how prevalent gender disparity is in competitive academic activities, namely debate, throughout adolescence and how disparity affects how successful females are in the activity. Debate is used to simulate the transition between academia to workforce sexism to see if the attributional rationalization prevalent in the field of law, exists in competitive Lincoln Douglas debating. Results show how all 4 discussed variables showed statistically significant p-values in all three studies conducted on samples of regional, state, and national tournaments. All three studies showed how the average number of females competing on a given tournament at any level are significantly underrepresented, the number of female finalists is significantly lesser than that of their male counterparts, the amount of females that win rounds against males is disproportionately less than males winning those rounds, and the composition of judges at tournaments is also significantly more dominated by males. Results showed underrepresentation to not be the factor causing disproportionate success as the average proportion of female debaters was much higher than the proportion of finalists being females. Implications of these results, both theoretical and practical, are discussed.

Megan Gole

17-19
Research
Plan

1. Research Plan:

- a. Rationale: Females in competitive debating on the high school and collegiate level all report perceived experiences of sexism in the debate sphere. Whether this phenomenon is justified, however, has not been analyzed in previous studies. This study will look at whether females are equally represented in debate tournaments locally, statewide, and nationally. Analyzing previous tournament's results will find out how represented females are in the activity nationwide as competitors, judges, and finalists and how likely they are to win rounds against male competitors. Understanding whether this perceived inequity is statistically justified is crucial to raising awareness about issues of perceived sexism within the activity and can help adequately address the issue with data.
- b. Research Questions, Hypotheses, Expected Outcomes: The goal of the study was to randomly sample tournaments on the local, state, and national level listed on tabroom to analyze the results of the tournament. This analysis will find the amount of representation of females and males on the different levels of a tournament, as competitors, judges, and finalists. Similarly, the likelihood of winning a round as a female against a male at that given tournament will be found. In a mixed-sex competitive high school debate tournament simulating the male sex-typed task of law, female debaters will be less represented as competitors, will be evaluated less favorably (becoming finalists less often, and disproportionately losing debate rounds against females) and judging composition at tournaments will disproportionately underrepresent females.
- c. Describe the Following in Detail:
 - i. Procedures: There will be 10 tournaments chosen at each respective level of competition chose, regional, state, and national. The study will focus on randomly choosing these tournaments between 2016 to 2018 from an online database, *Tabroom*, that stores debate tournament information at the Middle School, High School, and College level. All chosen

tournaments will additionally be refined to be only Middle School and High school competitions. Additionally, results from tournaments will only include those from the debate event called Lincoln Douglas, a style of debating framed after the presidential debates between President Abraham Lincoln and Stephen Douglas in the 1800s. This type of debate will be chosen because it most accurately models debates occurring on the American political sphere in both the courtroom, and in elections for public office. Each given tournament in its respective sublevel of regional, state, or national, will be randomly chosen using a random number generator that numbered all the given tournaments satisfying the criteria described, with 10 tournaments being chosen for each group. After choosing a tournament, an online database called Gender API will be used to decide the gender of a competitor in the tournament entries. This program will be used to find the most statistically likely gender for the given name based on US census data. No names of competitors at the tournaments analyzed will be used in the statistical analysis, after deciding the likely gender of the competitor, they are only noted by their gender. The total number of competitors, finalists, and judges will be found, and then the gender distribution of each category of a tournament will be found. Similarly, the number of rounds that are a female debating against a male will be found and then the likelihood of each gender winning given how often females or males won those types of rounds will be calculated.

- ii. Risk and Safety: The only risk posed would be the potential risk of privacy in having the name of the tournament and the names of the competitors. However, when analyzing independent tournaments, once sorted into their regional category, they will become a data point identified by a number, not the actual name of the tournament. Similarly, the names of individual competitors at each tournament will not be included, rather each competitor's gender is the only aspect of them noted.

- iii. Data Analysis: The main form of statistical analysis used will be two sample T-testing. To calculate whether there is a statistically significant difference in the gender of competitors, judges, and finalists at a tournament, averages will be found for each individual tournament and then will be grouped by the level of tournament (either local, state, or national). For analyzing how often females won debate rounds against males, two sample T-testing will be used to find averages of how often females won rounds at a given tournament, and then will be grouped into their tournament level to conduct hypothesis testing at that level.

d. Bibliography:

Verma, Rohit, et al. "Gender Differences in Stress Response: Role of Developmental and Biological Determinants." *Advances in Pediatrics*, U.S. National Library of Medicine, 2011, www.ncbi.nlm.nih.gov/pmc/articles/PMC3425245/.

Barkner, Hans-Joachim. "Intersectionality: How Gender Studies Might Inspire the Analysis of Social Inequality among Migrants." *Population, Space and Place*, vol. 18, no. 2, 2011, pp. 181–195., doi:10.1002/psp.664.

"Part 2C Women and Substance Abuse." *Oxford Textbook of Women and Mental Health*, 2010, doi:10.1093/med/9780199214365.010.0005

Martin, Joanne. "The Organization of Exclusion: Institutionalization of Sex Inequality, Gendered Faculty Jobs and Gendered Knowledge in Organizational Theory and Research." *Organization*, vol. 1, no. 2, 1994, pp. 401–431., doi:10.1177/135050849412011.

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