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1. Research Plan:

- a. Rationale: Understanding the widely researched issue of gender devaluation in the workplace, the foundation of this bias seems to be misunderstood. Trying to see if sexist notions and stereotypes exist in competitive academic environments that even adolescents perform in will be important to see if these notions exist prior to the workforce and how they can affect students after high school and college when they apply for jobs. Additionally, many females in competitive debating, both in politics and in academic competitions, note unfair bias towards males and unequal representation of males and females, which makes the societal importance of understanding this phenomenon even more crucial. This study will raise awareness of whether sexism in the workplace is isolated or whether it exists in other forums that focus on discourse and competition too. Understanding the use of stereotypes in this type of environment can raise awareness to a misunderstood issue and can give those involved in competitive debate reasons to try to begin or continue initiatives to involve younger girls in politics or debate if the results show a similar underrepresentation that is present at other tournaments and in male dominated workplaces like politics.
- b. Research Questions, Hypotheses, Expected Outcomes: The goal of the study is to conduct experimental debates and look at what rhetoric is used to justify wins and losses and to see whether gendered attributes are used to justify losses. Will certain attributes only describe one gender? How are different genders seen as professionals, presentors, and aggressors? Are females or males more likely to win competitive debates and receive higher speaker points? Are males or females more likely to be hired by a law firm when presenting themselves with equally researched and intelligent responses and arguments? When the experimental debates discussing the legality of medical marijuana will be conducted, I expect females will disproportionately lose with lower speaker points than males and their losses will disproportionately be justified using communal adjectives and

descriptions of their presentation as opposed to being aggressive or confident. I expect women's persuasiveness to be linked and correlated to how calm and professional they are and the more they are perceived as passive or communal in the judges' descriptions and perceptions of their performance, the more likely they will be to lose the debate round. Similarly, male persuasiveness will be more likely be correlated to confidence and aggressiveness and the more aggressive they are perceived to be, the more I expect them to win the round. Similarly, I expect judges will be more likely to hire male debaters to their hypothetical law firm based on male stereotypes of confidence within the debate round and males will also be more likely to win the debate round.

- c. Describe the Following in Detail:
 - i. Procedures: Debates regarding the legality of medical marijuana will be conducted where a Pro and Con argument will be presented with an initial pre-prepared case, cross examination questioning, and conclusive rebuttal speeches. The debaters will flip a coin to decide who will present the Pro argument and who will present the Con argument and will each receive a prepared speech along with preparation time during the debate to think out rebuttals. The pre-prepared speeches will be made fairly to not favor either the Pro or Con side and will both have research and evidence to support the claims to ensure one side will not disproportionately disadvantaged. Additionally, there will be different versions of each Pro and Con case with different contentions in each and no form of a case will be used for more than one round in a row. After the debates, debaters will fill out a survey recording their confidence within the debate. Similarly, after the debate, judges (that are equally represented by males and females each round with 4 male and 4 female judges per round) will be given a few minutes to fill out a survey that includes choosing the winner of the round, ranking the debaters on a scale of 1-30 for speaker points, choosing the better presenter, hypothetically hiring one of the debaters at a law firm,

ranking each debater on a likert scale for aggressiveness, professionalism, and persuasiveness, and judges will have to choose 5 adjectives from a bank of terms to describe the performance within the debate round of the debater. After the end of each round and the period to fill out their anonymous surveys, debaters and judges will each anonymously submit their survey into a folder for that specific round which will be replaced with a new folder for the next round where new debaters and judges will be each randomly chosen to perform in the round. Debaters cannot debate two rounds in a row. Then the rounds are repeated.

- ii. Risk and Safety: The only risk to students will be potential stress when performing the debates from having to do public speaking and thinking on the spot to respond to arguments. To eliminate this, debates will only be conducted with the judges and classmates in the room to ensure that debaters could not be influenced or stressed out by their classmates reactions. Additionally, participants can drop out at any time if they feel stressed out or can opt to only judge as opposed to debate.
- iii. Data Analysis: The likert scale data will be analyzed using Chi Squared Testing. The difference in wins, speaker points, hireability, and performance will be analysed using two sample T-tests. The attribute analysis will be analyzed using regression lines and correlation coefficients.

d. Bibliography:

Deaux, K., & Emswiller, T. (1974). Explanations of successful performance on sex-linked tasks: What is skill for the male is luck for the female. *Journal of Personality and Social Psychology*, 29, 80 – 85.

Heilman, M. E., Block, C. J., Martell, R. F., & Simon, M. C. (1989). Has anything changed? Current characterizations of men, women, and managers. *Journal of Applied Psychology*, 74, 935–942.

Heilman, M. E. (1995). Sex stereotypes and their effects in the workplace: What we know and what we don't know. *Journal of Social Behavior and Personality*, 10, 3–26.

Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. *Journal of Social Issues*, 57, 657– 674.

Leaper, C, and C S Brown. "Perceived Experiences with Sexism among Adolescent Girls." *Advances in Pediatrics*, U.S. National Library of Medicine, www.ncbi.nlm.nih.gov/pubmed/18489421.

1. Human Participants Research:

- a. Participants: The participants will be nursing students between the ages of 20 and 25, none of which are minors. Slightly over half of the participants chosen are women. The majority of the participants are white, with a few African American and Latino/a participants.
- b. Recruitment: The participants are part of an LPN program at Hunter Business School where I will recruit students from a clinical class to be part of the study. The topic of the debate that will be focused on is part of their current unit of study, drugs, and students can volunteer to participate. Students will not be punished for not participating. Choosing to not participate will have no influence on class grades. The study will be conducted within the class so students who choose not to participate will be able to go to a different classroom to study the current material.
- c. Methods: The participants will be randomly chosen to either debate or to judge debates. For each debate round, a male and female debaters will be randomly chosen and an equal number of male and female judges will be chosen. After the debate round, judges will fill out a survey analyzing the debate to decide various things like who won the round, who spoke better, etc. Similarly, the participants who just debated in the round will fill out a survey to see how confident they feel in the debate. In the judges' survey, the judges have to pick adjectives to describe each debater from a pool of gender stereotyped terms that are publically available

in a published study and article. Otherwise, the survey will be created entirely entirely independently.

- d. Risk Assessment: The study will be about 3 hours long within the classroom setting. Students will not have to go out of their way to come participate in the study. The school and the students will have no financial incentives or limitations to participate in the study, no costs will be incurred for either parties. Some potential discomforts that may be faced include potential stress in public speaking. However, this will be minimized in many ways. Firstly, students can drop out if they feel stressed at any point. Also, students can be chosen to only judge as opposed to debate so they do not have to publicly speak. Finally, debates will only be conducted with the judges and the debaters in the room so other classmates can not watch the debate rounds, which could potentially stress out the debaters speaking if their classmates react to their statements.
- e. Protection of Privacy: The data will be kept anonymous. All surveys, both those of the judges and of the debaters will not be filled out with names and participants only had to record their gender on the survey. Additionally, to eliminate bias in identifying participants, participants will submit their surveys into a folder for that specific debate round. Because the students will not submit their surveys to me, I could not find out who filled out which survey, which could create bias. The data from the surveys will be put into excel sheets that are anonymous and will be analyzed after the study using a variety of hypothesis tests to see differences between males and females.
- f. Informed Consent Process: The participants will be introduced to the study over the course of a few weeks inside their normal classroom sessions. I will describe exactly what they would be performing in, the history of Lincoln Douglas Debate, the format of the debates that would occur, the timings of the debates, the topic of the debate, providing background research and articles on the topic of the debate, and showing the surveys that would be filled out. Initially, they will not be told of the overall goal of the study which is looking for gender bias, however, after the

study there will be a debriefing that revealed this purpose of the study. After they are informed of what they will be asked to do, participants will be given consent forms where they will be told that participation is voluntary, they have the right to stop at any time, and that the exact purpose/motive of the study could not be revealed until afterwards to protect against participants modifying their behavior to either enhance or eliminate natural gender bias or lack thereof.

~ Addendum EXIST