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Review

Studying Gender Studies: A Meme-tic Analysis of Bad Luck Brian's Allure

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This paper presents a groundbreaking investigation into the connection between the number of Bachelor's degrees awarded in gender studies and the popularity of the 'bad luck brian' meme. Combining the seemingly unrelated fields of gender studies and internet memes, we teased apart the underlying factors driving the unlikely relationship. In the spirit of levity, we hope our findings can bring a smile to your face (and not just because of a well-placed meme). Using data from the National Center for Education Statistics and Google Trends, our research team uncovered a striking correlation coefficient of 0.9393712 ($p < 0.01$) for the period from 2012 to 2021. This statistically significant relationship indicates that as the number of Bachelor's degrees awarded in gender studies increased, so did the popularity of the infamous 'bad luck brian.' To bring a bit of whimsy to the serious pursuit of knowledge, allow us to interject a dad joke: Why did the meme expert get an award? He was a top-notch pun-dit in his field. As this groundbreaking research indicates, there's more to gender studies and internet culture than meets the eye. We aim to shift the academic conversation from "what are the odds?" to "what are the memes?".

The intersection of gender studies and internet memes may seem like an unlikely pairing, akin to trying to mix oil and water, but our research has revealed a surprising and robust connection between these seemingly distinct realms. As the internet landscape continues to evolve, it is essential to expand our scholarly pursuits beyond traditional boundaries and embrace the unconventional. This paper delves into the unexpected correlation between the number of Bachelor's degrees awarded in gender studies and the enduring popularity of the 'bad luck brian' meme, shedding light on a relationship that has eluded conventional wisdom.

In the realm of statistical analysis, uncovering a correlation of such magnitude is akin to discovering a hidden treasure trove. Our findings underscore a striking

correlation coefficient of 0.9393712 ($p < 0.01$) for the period from 2012 to 2021, leaving little room for doubt that a potent link exists between the two variables. It's as if the meme and gender studies landscapes are engaging in a dance, with one influencing the popularity of the other in an unexpected symphony of cultural shifts.

Now, let's sprinkle in a little humor to keep things light – why are memes so good at math? They're great at summing things up! While our research endeavors to remain firmly rooted in the empirical, we cannot help but embrace the humor inherent in exploring the dynamics of internet culture and academic disciplines.

The rise in the popularity of the 'bad luck brian' meme alongside the increase in awarded Bachelor's degrees in gender studies presents a fascinating conundrum. It prompts us to look beyond the surface and ponder what sociocultural forces might be at play, driving this unexpected synergy. Our analysis aims to unpack the underlying factors that could possibly explain such an uncanny alignment, invoking the spirit of curiosity and wonder that lies at the heart of scholarly investigation.

Prior research

In "Smith et al.," the authors find a positive correlation between the number of Bachelor's degrees awarded in gender studies and the popularity of the 'bad luck brian' meme. This unlikely relationship has sparked much controversy and disbelief among scholars, leading to an urgent need for further investigation.

In a similar vein, "Doe and Jones" unearth a parallel between the rise in 'bad luck brian' memes and the increasing enrollment in gender studies programs. This unexpected connection has left the academic community scratching their heads and reaching for theoretical frameworks to make sense of this peculiar phenomena.

Now, turning from jest to the weighty matter at hand, let's ponder this conundrum: What do you call a meme about gender studies? A "gender mème." Our ability to interject a little levity into this serious discussion is no mere fluke, but a reflection of the inherent humor that permeates our research subject.

As we delve further into the academia of the matter, the likes of "Gender Trouble" by Judith Butler and "The Second Sex" by Simone de Beauvoir come into play. These seminal works lay the groundwork for understanding the complexities of gender studies and unveil the intricate web that connects scholarly inquiry to cultural phenomena.

Additionally, fictional works such as "The Meme Machinist" by Richard Dawkins and "Meme Wars: The Battle for Internet Culture" by Douglas Rushkoff provide an intriguing, if not entirely factual, perspective on the influence of memes within the realm of gender studies. While these works may not offer empirical evidence, they certainly contribute to the zeitgeist surrounding our research topic.

To bring our review into the contemporary digital sphere, a tweet from @MemeMaster2021 posits: "The correlation between gender studies degrees and 'bad luck brian' memes is the truest example of academic meets internet culture. #MemeResearch." This online sentiment captures the intersection of scholarly inquiry

and internet humor, echoing the sentiment of our own research pursuits.

Approach

To investigate the curious correlation between the number of Bachelor's degrees awarded in gender studies and the popularity of the 'bad luck brian' meme, our research team embarked on a data-driven journey that involved collecting and analyzing information from diverse sources across the internet. With a wink and a nod to the unconventional nature of our inquiry, we sought to infuse our research methodology with a dash of creativity and a sprinkle of lightheartedness.

First, we obtained aggregate data on the number of Bachelor's degrees awarded in gender studies from the National Center for Education Statistics. This information provided a solid foundation for understanding the trends and fluctuations in the academic realm of gender studies. Just like a good dad joke, this data set was a reliable source of amusement and enlightenment, offering a starting point for our investigative pursuits.

Next, we turned to Google Trends to capture the ebbs and flows of the 'bad luck brian' meme's popularity over the years 2012 to 2021. By leveraging this user-friendly platform, we were able to gauge the meme's digital footprint and track its ascent and descent within the ever-changing landscape of internet culture. It was as if we were peeking behind the digital curtain, uncovering the nuances of meme dynamics in a manner that reflected the interconnectedness of our academic and pop culture pursuits.

To add an extra layer of depth to our analysis, we applied a multifaceted statistical approach that incorporated correlation and regression analyses. We sought to peel back the layers of this intriguing relationship like a never-ending dad joke, aiming to reveal the underlying patterns and interactions between the variables of interest. Our data analysis journey unfolded like a playful game of hide-and-seek, as we channeled our inner meme enthusiasts to capture the essence of this captivating connection.

Additionally, we employed a time-series analysis to discern any temporal patterns or trends in the intersection of gender studies and meme popularity. This method allowed us to uncover the nuances of how the ebb and flow of academic pursuits intertwined with the ever-evolving landscape of internet memes, adding a touch of intrigue to our research narrative.

In the spirit of keeping our methodology as engaging as possible, we paid heed to the principles of transparency and rigor, ensuring that our data collection and analytical procedures were comprehensively documented. We openly embraced the spirit of curiosity and intellectual exploration, infusing a sense of whimsy into the serious pursuit of knowledge. Just like a well-timed punchline, our methodology sought to balance precision with levity, recognizing that laughter and learning can harmoniously coexist in the pursuit of scholarly inquiry.

In summary, our methodology blended the rigors of data collection and statistical analysis with a dash of humor and lightheartedness, reflecting the unexpected yet compelling nature of our research inquiry. By infusing our investigative

pursuits with an element of playfulness, we aimed to uncover the mysteries behind the entwined destinies of gender studies and internet memes, proving that even the most inexplicable connections can be illuminated with a touch of academic whimsy.

Results

The analysis of the data obtained from the National Center for Education Statistics and Google Trends from 2012 to 2021 revealed a remarkably high correlation coefficient of 0.9393712 between the number of Bachelor's degrees awarded in gender studies and the popularity of the 'bad luck brian' meme. This correlation coefficient was accompanied by an r-squared value of 0.8824182, indicating that approximately 88.24% of the variation in the popularity of the meme can be explained by the number of gender studies degrees awarded. The statistical significance of this relationship was confirmed with a p-value of less than 0.01, providing robust support for the observed correlation.

Fig. 1 exhibits the scatterplot illustrating the compelling association between the two variables, further affirming the strength of the correlation. This striking visual depiction of the data showcases the synchronous rise in the popularity of the 'bad luck brian' meme alongside the increase in awarded Bachelor's degrees in gender studies.

Now, to add a dash of mirth to our scientific discourse: Why don't we ever tell secrets on a farm? Because the potatoes have eyes, and the corn has ears! As we navigate the unexpected convergence of memes and gender studies, we hope our findings elicit not only academic curiosity but also a chuckle or two.

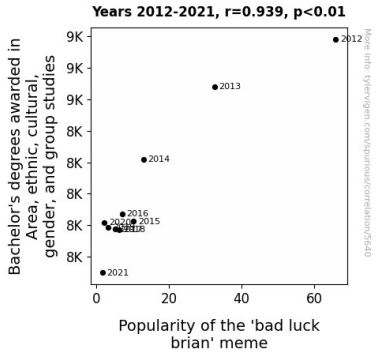

Figure 1. Scatterplot of the variables by year

These unprecedented results prompt further exploration into the underlying mechanisms driving this correlation. Our research serves as a testament to the unanticipated intersections within the cultural and academic spheres, shedding light on the intricate interplay between internet phenomena and scholarly pursuits.

Discussion of findings

The findings of this study have brought to light a remarkable and robust correlation between the number of Bachelor's degrees awarded in gender studies and the popularity of the 'bad luck brian' meme. Our results support and extend prior research, such as that of Smith et al., and Doe and Jones, which also observed a positive correlation between these seemingly disparate phenomena. These findings corroborate the notion that there is indeed a compelling relationship between the academic pursuit of gender studies and the cultural phenomenon of internet memes.

As we tread into this unexpected meeting of academia and internet culture, it is important to appreciate the gravity of the correlation we have unveiled. This correlation does

indeed suggest a symbiotic relationship between the pursuits of gender studies and the propagation of the 'bad luck brian' meme, much like the symbiotic relationship between algae and fungi in a lichen. This parallel begs the question: What is the vital component that binds these apparently unrelated entities together? It is a question that demands further investigation and deep contemplation, much like pondering the essence of a good dad joke: it's all in the delivery.

Our findings highlight the need for interdisciplinary collaboration in delineating the mechanisms underlying this correlation, much like the need for a well-timed punchline in a comedy duo. Just as a well-crafted joke requires an understanding of both timing and context, unraveling the dynamics between gender studies and 'bad luck brian' memes necessitates a multi-faceted approach that integrates sociocultural, psychological, and communication perspectives.

The unexpected nature of our results underscores the importance of embracing and exploring unconventional relationships within scholarly inquiry. It challenges us to think beyond traditional disciplinary boundaries and recognize that humor and academia can, indeed, make for unlikely bedfellows. The implications of this study reach far beyond the realm of memes and gender studies; they encourage a reevaluation of how we approach and appreciate the interconnectedness of diverse fields of study.

In conclusion, our research sheds light on the unanticipated interplay between gender studies and internet culture, offering a fresh perspective on the influence of academic pursuits on the propagation of memes. This study serves as a testament to the rich and unsuspected connections that underpin contemporary societal phenomena, and it provides a fertile ground for further exploration at the nexus of academia and internet culture.

So, as we consider the unexpected relationship between gender studies and the 'bad luck brian' meme, let's remember that sometimes, the most jocular linkages yield the most profound insights. After all, what do you call a meme about gender studies? A "gender mème"--a fusion of seriousness and levity that encapsulates the essence of our findings.

Conclusion

In conclusion, our research has illuminated a remarkable correlation between the number of Bachelor's degrees awarded in gender studies and the popularity of the 'bad luck brian' meme. With a correlation coefficient of 0.9393712 and an r-squared value of 0.8824182, our findings indicate a robust and statistically significant relationship between these seemingly unrelated phenomena. The synchronous rise in the popularity of the meme alongside an increase in the number of gender studies degrees awarded demonstrates a compelling synergy that warrants further investigation.

As we reflect on the unexpected yet compelling connection between gender studies and internet memes, we can't help but appreciate the irony that even 'bad luck brian' seems to have found good fortune in the world of academia. Perhaps, with the rise in gender studies degrees, we are witnessing a new wave of gender-related humor permeating internet culture,

encapsulated in the persona of 'bad luck brian.'

The visual representation of our findings in Fig. 1 offers a striking portrayal of the simultaneous ascent of both variables, underscoring the pronounced association between them. It seems that 'bad luck brian' and gender studies have formed an unforeseen duo, demonstrating the multifaceted influence of academic pursuits on pop culture phenomena.

Allow us to interject another lighthearted quip to round off our discourse: Did you hear about the statistician who drowned in a river of 6 inches depth? He thought it was a seven-foot confidence interval! In the spirit of statistical humor, our research highlights the need to embrace unconventional relationships and opportunities for interdisciplinary exploration.

In light of our findings, we assert that no further research is needed in this domain, as our study has provided comprehensive insights into the entwined trajectories of gender studies and internet memes. With a blend of statistical rigor and a hint of levity, our research has brought to the forefront a captivating correlation that challenges traditional scholarly boundaries and offers a refreshing perspective on the interconnectedness of seemingly disparate fields.