

Gender & Society – SOCI 4250 Section 401 Online
Semester: Fall 2024 (8 Weeks Session 2 October 14 – December 13)
Instructor: Neha Jangeti

Instructor Information

Name: Neha Jangeti
Instructor Email: neha.jangeti@unt.edu
Office Hours: Tuesdays and Thursdays via Zoom, from 11 AM to 12:30 PM.
Or by appointment via Zoom. (*Zoom link is on Canvas*)

Teaching Assistant Information

Name: Prapti Anandita
TA Email: prapti.anandita@unt.edu

Communication Expectations

Your TA and I will respond within 24 hours, **except** on weekends or holidays. Please use either your UNT Canvas or your UNT Email for all communication. When communicating in Canvas or via UNT email, please follow UNT CLEAR's Guidelines and Online Communication Tips (<https://clear.unt.edu/online-communication-tips>).

Course Description

In this course, we will discuss how gender, as a social structure, shapes knowledge, identities, interactions, and institutions in ways that produce social patterns of inequality. We will also focus on how gender intersects with other social structures, such as race, class, and sexuality.

The Goal of Social Inquiry

My major goal for this course is to provide you with analytic tools that will help you become more aware of gender inequality and take action to address it. This major goal has two main components that constitute the themes running throughout the course:

- 1) Understanding gender as a social construct.
- 2) Identifying the social processes that create and reproduce gender inequality.

The Goal of Communication

A second major goal in this course is to improve our communication of thoughts and ideas. This will occur through four writing workshop assignments, which culminate in a final paper.

Required Text:

There are no required texts to purchase for this class. All lecture notes and assigned readings will be available on Canvas.

Course Structure

This course was designed by the UNT Sociology Department's Associate Professor, Dr. Scarborough, and later edited by Senior Lecturer Dr. Gregg, former Teaching Fellow Dr. Amreen, and me.

Please note that this course is not a traditional lecture-based course. This course is 100% online and is an upper-level sociology course designed to focus on independent learning. Students are

expected to log into Canvas frequently each week and complete the weekly course modules in order. This course consists of weekly quizzes on the material covered in the weekly course modules, four writing workshop assignments and a final paper. The four writing workshop assignments constitute different parts of the paper that will be graded over the course of the semester. These four parts of the paper will culminate into one final 5–8-page term paper, which the students will submit at the end of the semester (more details about each writing workshop assignment and the final paper will be available on Canvas). Students in this course are expected to read the lectures and the assigned readings each week, as these provide the foundation for understanding the subject matter.

Your TA and I will support your learning process by providing feedback on your written assignments, respectively. If you have any questions about the reading material or need clarification, please contact me via your Canvas inbox or UNT email. You can also stop by my office hours. Students are also expected to log into Canvas frequently, read all announcements, and stay tuned to the Tentative Course Schedule (below), which tells you what should happen weekly. This course will consist of 13 quizzes, four writing workshop assignments (culminating in your final paper), and a final paper assignment.

Key Dates for 8 Week II Session OCT 14 – DEC 13 & Regular Fall Semester

Link: <https://registrar.unt.edu/sites/default/files/fall-2024-academic-calendar.pdf>

Course Assignments and Values

Description	Points / Percent
Weekly Quizzes <ul style="list-style-type: none"> There are a total of 13 Quizzes in this course. <u>Please see Canvas for complete details about the quizzes.</u> <u>Please see Canvas/syllabus for due dates for each quiz.</u> Some weeks you will have two quizzes and other weeks you will have three quizzes due. Students are permitted to miss 3 quizzes with no penalty. If a student takes all 13 Quizzes, the 3 lowest scores will be dropped at the end of the semester. Each quiz is worth up to 3 points. 10 X 3 = 30 points 	30 Pts / 30%
Four Writing Workshop Assignments <ul style="list-style-type: none"> In this course there are four writing workshops throughout the course. These four writing workshop assignment will culminate into a final paper which you will turn in at the end of the semester. Week 1: Write Introduction and Submit Week 2: Add Individual Level and Submit Week 4: Add Interaction Level and Submit Week 6: Add Macro Level and Submit 	40 Pts / 40%

<ul style="list-style-type: none"> • <u>Directions for each of the writing workshop assignments and their rubrics will be available in their respective week's module on Canvas.</u> • Each writing workshop is worth up to 10 points. • 4 X 10 = 40 Points 	
Final Paper <ul style="list-style-type: none"> • Final Paper is due Thursday, Dec 12, 2024, at 11:59 PM. • In this final submission, you should revise the sections of the paper you have already written in previous writing workshops, integrating feedback received throughout the semester. • You should also add a conclusion that summarizes the main points from the paper and explains how thinking about gender inequality from this perspective (using multiple dimensions of social processes) is useful. You should also suggest ways to work towards social change in addressing the topic you have chosen to write about. • In total, the paper should be five to eight pages (not including references). <u>Complete directions for the final paper, and its respective rubric will be available on Canvas.</u> • Final Paper is worth up to 30 points. 	30 Pts/ 30%
TOTAL	100 Pts / 100%

Grading Scale

- 90-100% of 100 points = A
- 80-89% of 100 points = B
- 70-79% of 100 points = C
- 60-69% of 100 points = D
- 59% or less of 100 points = F

Late Work and Missing Work

All assignments should be submitted by the indicated dates and times embedded in the syllabus/Canvas. **There will be no extensions except in cases of documented emergencies.**

- In the event of a legitimate emergency, students should contact the instructor via the Inbox in Canvas to discuss their situation **prior to** missing an assignment.
- Please **DO NOT** contact your TA regarding late or missing work.
 - Each student is allowed **only one documented emergency** per semester.
- As stated above, in the event your emergency is very serious, the instructor will prompt you to contact the Dean of Students so that you receive a blanket excuse from the University for your work in all classes.
 - To contact the Dean of Students, Seeking Options and Solutions (SOS) Office, in the event of a personal emergency in your life. This includes extended illness or hospitalization, death in family, or other personal issue that hinders your possibility of success in the course. Here is the URL and the contact information for that office.
 - <https://deanofstudents.unt.edu/resources/seeking-options-and-solutions>

 **(940) 565-2648**

 **deanofstudents@unt.edu**

- Technical problems with computers or Canvas or not accessing the textbook are not satisfactory excuses for missing assignment deadlines. The instructor of this course suggests that you do not wait until the last minute to submit assignments. If you experience trouble with your computer or your home Internet access, you are expected to use the computer clusters on campus to complete your work on time.

Re-grading

In the rare event that you disagree with the evaluation of an assignment, please take a look at your rubric on Canvas and see who graded your work. If your TA, Prapti graded your work, please contact her first to discuss your grade. If it is graded by your instructor, Neha, then email your instructor. Please get in touch with your TA or me, depending on who graded your work. This must be done within 72 hours after you receive a grade for an assignment. If you miss this window, you've missed your opportunity to discuss the grading of this assignment. Students are expected to be diligent about their grades and performance in the course. If your TA, Prapti, graded your work, only after the TA has met with you will the instructor speak to you about it.

Incomplete Grades

Incomplete grades may only be assigned when the student is making satisfactory progress until the request for an incomplete is made. A grade of "I" will only be offered with medical documentation or other documentation that a highly unusual circumstance beyond the student's control has made finishing the semester impossible. All requests for the grade of "I" must be made prior to the final examination.

Course Prerequisites or Other Restrictions

You are expected to be familiar with Canvas using tools such as quizzes and discussions. Additionally, to be successful in this course, you will need to:

- Cite sources in your writing, giving credit to where you obtain information either using APA, MLA or ASA formatting.

How to Succeed in this Course

To succeed in this course, students should commit to spending time each week reading the lectures, watching the videos, reading the assigned reading, reviewing any additional content in each respective week's module, reflecting on the material covered, reviewing feedback on workshop assignments and making appropriate changes whenever necessary, and submitting all quizzes and assignments on time throughout the course.

Course Technology & Skills

Technical Requirements and Skills

Here is a list of the minimum technology requirements for students for this course:

- Working computer and reliable internet access

- If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.
- If it is not possible to go to campus, please find another working computer with reliable Internet access to complete your work.
- Microsoft Office Suite
- Uploads to Canvas have been set to only accept word .doc .docx files.
 - If the professor cannot open your document, you will be awarded a zero, and you should contact them as soon as possible to discuss it. If, after 24 hours, you have not contacted the professor, the zero will stand.
- Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

Rules of Engagement

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor, TA and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor, TA and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk”.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Students are responsible for knowing the Canvas environment. This means that students are responsible for their own training in Canvas. Technical problems with Canvas software are to be directed to the **Help Desk**.

UNT Help Desk - 940-565-2324 / Sage Hall 330 / helpdesk@unt.edu
Monday - Thursday 8:00 AM - midnight

Friday 8:00 AM - 8:00 PM
 Saturday 9:00 AM - 5:00 PM
 Sunday noon – midnight

Tentative Course Schedule

NOTES:

- Weekly modules will open on Mondays by 9:00 AM, and a weekly announcement will be sent to all students. Quizzes and Writing Workshop Assignments are due the following Sunday at 11:59 PM.
- Please note that Writing Workshop Assignments are scheduled for Weeks 1, 2, 4, and 6.
- Final Paper is due on Thursday, December 12, at 11:59 PM.

Week 1: October 14 – October 20

Check Box	Week One (10/14 – 10/20)	Where?	Point Value
	Log into Canvas and get familiar with the course.	Canvas	
	Read the Syllabus, get to know your professor, TA, why this course is important, course overview amongst other details.	Canvas	
	Introduction to Gender as a Social Structure I <ul style="list-style-type: none"> • Overview & Objectives • Read through the lecture Parts 1-3 <ul style="list-style-type: none"> ○ Submit - Week 1: Introduction to Gender as a Social Structure I Quiz • Reflection 	Canvas	
	Introduction to Gender as a Social Structure II <ul style="list-style-type: none"> • Overview & Objectives • Assigned Reading: <ul style="list-style-type: none"> ○ <u>Scarborough, William J. and Barbara J. Risman. 2017. "Changes in the Gender Structure: Inequality at the Individual, Interactional, and Macro Dimensions." Sociology Compass 11(10). log in with your UNT credentials to access the article.</u> • Read through the lecture Parts 1-5 • Watch Barbara Risman Videos <ul style="list-style-type: none"> ○ Submit - Week 1: Introduction to Gender as a Social Structure II Quiz 	Canvas	

	Introduction to Writing Workshops <ul style="list-style-type: none"> • Introduction to Writing Workshops • Writing Workshop: Writing the Introduction Step 1 • Writing Workshop: Writing the Introduction Step 2 • Writing Workshop: Example Introduction <ul style="list-style-type: none"> ○ Week 1: Write Introduction and Submit • Reflection and Conclusion 	Canvas	
	Week 1: Introduction to Gender as a Social Structure I Quiz Due Sunday, 10/20 at 11:59 PM	Canvas	3
	Week 1: Introduction to Gender as a Social Structure II Quiz Due Sunday, 10/20 at 11:59 PM	Canvas	3
	Week 1: Write Introduction and Submit Due Sunday, 10/20 at 11:59 PM	Canvas	10

Week 2: October 21 – October 27

Check Box	Week Two (10/21 – 10/27)	Where?	Point Value
	Gendered Processes at the Individual Level I <ul style="list-style-type: none"> • Overview & Objectives • Assigned Readings: <ul style="list-style-type: none"> ○ Eliot, Lise. 2009. "Introduction." Pgs. 1-18 in <i>Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps – and What We Can Do About It.</i> (Copied version provided by Dr. William Scarborough) <ul style="list-style-type: none"> ▪ Link to the electronic version with UNT Library -- Will need to log in with UNT Credentials ○ Davis, Shannon N., and Alysia Blake. "Does Biology Limit Equality?." Pages 109-118 in <i>Handbook of the sociology of gender</i> edited by Barbara Risman, Carissa Froyum, and William J. Scarborough. New York, NY: Springer. • Read through the lectures Part 1- 11 • Watch Barbara Risman Video - Individual Level (from 5:46-9:08) • Watch Lise Eliot's TedTalk (from 2:07 to 5:45) <ul style="list-style-type: none"> ○ Submit – Week 2: Gendered Processes at the Individual Level I Quiz • Reflection and Conclusion 	Canvas	
	Gendered Processes at the Individual Level II	Canvas	

	<ul style="list-style-type: none"> • Overview & Objectives • Assigned Readings <ul style="list-style-type: none"> ○ Martin, Karin A. 1998. "Becoming a Gendered Body: Practices of Preschools." <i>American Sociological Review</i> 63(4): 494-511. ○ Davis, Georgiann and Erin L Murphy. "Intersex Bodies as State of Exception: An Empirical Explanation for Unnecessary Surgical Modification." <i>Feminist Formations</i> 25 (2), pp 129-152. • Read through the lectures Part 1 – 11 • Examples of Gendered Embodiment (Man-spreading) • Watch Video of Georgiann Davis <ul style="list-style-type: none"> ○ Submit – Week 2: Gendered Processes at the Individual Level II Quiz 		
	Gendered Processes at the Individual Level III <ul style="list-style-type: none"> • Overview & Objectives • Assigned Reading: <ul style="list-style-type: none"> ○ Kane, Emily. "Chapter 1: Wanting a Girl, Wanting a Boy: Conceptual Building Blocks" P. 27-52 in <i>Gender Trap: Parents and the Pitfalls of Raising Boys and Girls</i>. New York: New York University Press. (2012) • Read through the lectures Part 1 – 9 <ul style="list-style-type: none"> ○ Submit – Week 2: Gendered Processes at the Individual Level III Quiz 	Canvas	
	Writing Workshop - Adding Individual Level <ul style="list-style-type: none"> • Writing Workshop Introduction (Individual Level) • Writing Workshop, Step 1 • Writing Workshop, Step 2 Apply Course Concept(s) • Writing Workshop, Step 3 Expectations • Writing Workshop, Example (Individual Level) <ul style="list-style-type: none"> ○ Week 2: Add Individual Level and Submit • Reflection & Conclusion 	Canvas	
	Week 2: Gendered Processes at the Individual Level I Quiz Due Sunday, 10/27 at 11:59 PM	Canvas	3
	Week 2: Gendered Processes at the Individual Level II Quiz Due Sunday, 10/27 at 11:59 PM	Canvas	3
	Week 2: Gendered Processes at the Individual Level III Quiz Due Sunday, 10/27 at 11:59 PM	Canvas	3
	Week 2: Add Individual Level and Submit Due Sunday, 10/27 at 11:59 PM	Canvas	10

Week 3: October 28 – November 3

Check Box	Week Three (10/28 – 11/3)	Where?	Point Value
	Gendered Processes at the Interactional Level I <ul style="list-style-type: none"> Overview & Objectives Assigned Readings: <ul style="list-style-type: none"> West and Zimmerman. "Doing Gender" <i>Gender & Society</i>, Vol 1, No. 2, June 1987 125-151. Links to an external site. Recommended: Pascoe, CJ. 2007. "Compulsive Heterosexuality: Masculinity and Dominance," P. 84-114 in <i>Dude You're a Fag: Masculinity and Sexuality in High School</i>. Berkeley: University of California Press. Download Pascoe, CJ. 2007. "Compulsive Heterosexuality: Masculinity and Dominance," P. 84-114 in <i>Dude You're a Fag: Masculinity and Sexuality in High School</i>. Berkeley: University of California Press. This book is available in print at Willis Library. Read through Lecture Part 1; Parts 3 – 12 Watch Video of Barbara Risman - Interactional Level (from 9:09 to 13:53) <ul style="list-style-type: none"> Submit - Week 3: Gendered Processes at the Interactional Level I Quiz Reflection 	Canvas	
	Gendered Processes at the Interactional Level II <ul style="list-style-type: none"> Overview & Objectives Assigned Reading: <ul style="list-style-type: none"> Hamilton, Laura T., Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. 2019. "Hegemonic Femininities and Intersectional Domination." <i>Sociological Theory</i>. 37(4): 315-341. Read through Lecture Parts 1 - 10 <ul style="list-style-type: none"> Submit - Week 3: Gendered Processes at the Interactional Level II Quiz Reflection and Conclusion 	Canvas	
	Week 3: Gendered Processes at the Interactional Level I Quiz is Due Sunday, 11/3 at 11:59 PM	Canvas	3
	Week 3: Gendered Processes at the Interactional Level II Quiz is Due Sunday, 11/3 at 11:59 PM	Canvas	3

Week 4: November 4 – November 10

Check Box	Week Four (11/4 – 11/10)	Where?	Point Value
	Gendered Processes at the Interactional Level III <ul style="list-style-type: none"> Overview & Objectives Assigned Reading: <ul style="list-style-type: none"> <u>Heilman, Medeline E. 2001. "Description and Prescription: How Gender Stereotypes Prevent Women's Ascent Up the Organizational Ladder." Journal of Social Issues 57: 657-674.</u> Read through Lecture Parts 1 - 10 <ul style="list-style-type: none"> Submit - Week 4: Gendered Processes at the Interactional Level III Quiz Reflection 	Canvas	
	Gendered Processes at the Interactional Level IV <ul style="list-style-type: none"> Overview & Objectives Assigned Reading: <ul style="list-style-type: none"> <u>Chavez, Koji and Adia Harvey Wingfield. 2018. "Racializing Gendered Interactions." P. 185-197 in The Handbook of the Sociology of Gender, edited by Barbara Risman, Carissa Froyum, and William J. Scarborough.</u> Read through Lecture Parts 1 – 9 Watch videos of Cecilia Ridgeway, Devah Pager and Kimberle Crenshaw <ul style="list-style-type: none"> Submit - Week 4: Gendered Processes at the Interactional Level IV Quiz 	Canvas	
	Writing Workshop - Add Interaction Level <ul style="list-style-type: none"> Week 4: Writing Workshop Week 4: Writing Workshop, Step 1 Week 4: Writing Workshop, Step 2 Week 4: Writing Workshop, Step 3 <ul style="list-style-type: none"> Submit - Week 4: Add Interaction Level and submit Reflection and Conclusion 	Canvas	
	Week 4: Gendered Processes at the Interactional Level III Quiz Due Sunday, 11/10 at 11:59 PM	Canvas	3
	Week 4: Gendered Processes at the Interactional Level IV Quiz Due Sunday, 11/10 at 11:59 PM	Canvas	3
	Week 4: Add Interaction Level and Submit is Due Sunday, 11/10 at 11:59 PM	Canvas	10

Week 5: November 11 – November 17

Check Box	Week Five (11/11 – 11/17)	Where?	Point Value
	Gendered Processes at the Macro Level I <ul style="list-style-type: none"> Overview & Objectives Assigned Readings: <ul style="list-style-type: none"> Garcia, Lorena. 2009. "Now Why do you Want to Know about That?": Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth." <i>Gender & Society</i> 23(4): 520-541. <ul style="list-style-type: none"> Download Garcia, Lorena. 2009. "Now Why do you Want to Know about That?": Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth." <i>Gender & Society</i> 23(4): 520-541. Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail." <i>Harvard Business Review</i>. Read through Lecture Part 1; Parts 3 – 12 Watch Barbara Risman - Macro Level (from 13:53-15:20) <ul style="list-style-type: none"> Submit - Week 5: Gendered Processes at the Macro Level I Quiz Reflection 	Canvas	
	Gendered Processes at the Macro Level II <ul style="list-style-type: none"> Overview & Objectives Assigned Reading: <ul style="list-style-type: none"> Collins, Caitlyn. 2019. "Chapter 1 SOS." P. 1-26 in <i>Making Motherhood Work: How Women Manage Careers and Caregiving</i>. Princeton, NJ: Princeton University Press. <ul style="list-style-type: none"> Download Collins, Caitlyn. 2019. "Chapter 1 SOS." P. 1-26 in <i>Making Motherhood Work: How Women Manage Careers and Caregiving</i>. Princeton, NJ: Princeton University Press. Richie, Beth. 2012. "Chapter 4: Black Women, Male Violence, and the Buildup of a Prison Nation." P. 99-124 in <i>Arrested Justice: Black Women, Violence, and America's Prison Nation</i>. New York: New York University Press. Read through Lecture Parts 1 – 19 <ul style="list-style-type: none"> Submit - Week 5: Gendered Processes at the Macro Level II Quiz 	Canvas	

	<ul style="list-style-type: none"> • Reflection and Conclusion 		
	Week 5: Gendered Processes at the Macro Level I Quiz Due Sunday, 11/17 at 11:59 PM	Canvas	3
	Week 5: Gendered Processes at the Macro Level II Quiz Due Sunday, 11/17 at 11:59 PM	Canvas	3

Week 6: November 18 – November 24

Check Box	Week Six (11/18 – 11/24)	Where?	Point Value
	Gendered Processes at the Macro Level III <ul style="list-style-type: none"> • Overview & Objectives • Assigned Reading: <ul style="list-style-type: none"> ○ Chatillon, Anna, Maria Charles, and Karen Bradley. "Gender Ideologies." P. 217-224 in Handbook of the Sociology of Gender. ○ Cooky, Cheryl, Michael A. Messner, and Robin H. Hextrum. 2013. "Women Play Sport, But Not on TV: A Longitudinal Study of Televised New Media." Communication & Sport 1(3): 203-230. ○ Link via UNT Library to Cooky et al. reading. • Read through Lecture Parts 1 – 12 <ul style="list-style-type: none"> ○ Submit - Week 6: Gendered Processes at the Macro Level III Quiz 	Canvas	
	Writing Workshop: Macro-Level of the Gender Structure <ul style="list-style-type: none"> • Week 6 Writing Workshop Described (Macro-Level) • Week 6 Writing Workshop, Step 1: Review Macro-Level Processes of the Gender Structure • Week 6 Writing Workshop, Step 2: Apply at Least One Course Concept to Your Topic • Week 6 Writing Workshop, Step 3: Components of the Macro-Level Section of Your Paper <ul style="list-style-type: none"> ○ Submit - Week 6: Add Macro Level and Submit • Reflection and Conclusion 		
	Week 6: Gendered Processes at the Macro Level III Quiz is Due Sunday, 11/24 at 11:59 PM	Canvas	3
	Week 6: Add Macro Level and Submit is Due Sunday, 11/24 at 11:59 PM	Canvas	10

Week 7: November 25 – December 1 is Thanksgiving Break

Week 8: December 2 – December 8

Check Box	Week Eight (12/2 – 12/8)	Where?	Point Value
	Applications of Gender Theory <ul style="list-style-type: none"> Overview & Objectives Assigned Reading: <ul style="list-style-type: none"> Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." 2006. <i>Social Problems</i> 53(4): 483-499. <ul style="list-style-type: none"> Link to UNT Library Read through Lecture Parts 1 – 10 <ul style="list-style-type: none"> Submit - Week 8: Applications of Gender Theory Quiz Reflection and Conclusion 	Canvas	
	Week 8: Applications of Gender Theory Quiz is Due Sunday, 12/8 at 11:59 PM	Canvas	3

SHORT Week 9: December 9 – December 12

Check Box	SHORT Week Nine (12/9 – 12/12) ***Final Paper is Due Thursday, Dec 12 at 11:59 PM ***	Where?	Point Value
	Wapping Up the Course <ul style="list-style-type: none"> Overview & Objectives <ul style="list-style-type: none"> Why this Course is Important Completing Course Requirements Basic Expectations for Final Paper Writing Effective Conclusions Revise, Revise, Revise! Keep Revising! Citations and References Revise Again Before Submitting! Example Papers <ul style="list-style-type: none"> Submit - Final Paper is Due Thursday, Dec 12 at 11:59 PM Reflection and Conclusion 	Canvas	
	Final Paper is Due Thursday, Dec 12 at 11:59 PM	Canvas	30

More Details about Course Assignments**Quizzes (30 points/ 30%)**

- Quizzes cover the content covered in each week's respective module.

- *To do well on this quiz, please read through the appropriate lecture parts and assigned readings and go through any additional content in the module before taking this quiz.*
- Please see Canvas/Syllabus for the due dates for each quiz. Some weeks, you will have two quizzes and other weeks, you will have three quizzes due. So please check and plan accordingly.
- Quizzes are worth 30 points or 30% of your final grade.
- Quizzes are online in Canvas and can be found in module folders or the Quizzes section on Canvas.
- There are a total of 13 Quizzes in this course.
 - Students are required to take 10 of them.
 - This means you can skip 3 quizzes at some point in the semester. You get to decide when.
 - Students should not miss more than 3 quizzes this semester.
 - If you take all 13 quizzes, your three lowest scores will be dropped.
- Each quiz is worth 3 points.
- Quizzes are comprised of randomly selected multiple-choice or true or false questions.
- You have **one attempt** to take each quiz.
 - **Quizzes are not timed.**
 - **Quizzes must be submitted by their respective due dates; otherwise, a zero will be assigned. Also, incomplete questions will be marked incorrect.**
 - Questions are presented to you all at once and not one at a time.
- **Quizzes cannot be made up if missed. This is because students are permitted to miss three quizzes with no penalty.**
- **Lastly, to do well in this course, students should not miss more than three quizzes this semester.**

Four Writing Workshop Assignments & Final Paper

In this course, students will complete a 5-8 page major term paper. Each student will choose a gender problem – a specific area of gender inequality – and conduct an analysis considering the problem at the individual-, interactional-, and macro- levels. These are aspects of society that we will cover throughout the semester. Your paper should use and cite at least 4 pieces of literature from the course.

The paper is designed to be written in five phases throughout the course of the semester, each with a separate deadline and corresponding points. Four of these phases consist of **Writing Workshop Assignments** (described below). The last phase consists of writing the conclusion and putting the finishing touches on the paper in the weeks leading up to final exams. The final product should be considered the final exam in the course and will be turned in during final exams week. **Final Paper is due Thursday, Dec 12, 2024, at 11:59 PM.**

The reason we write in increments over the course of the semester is so that by the time the full paper is due during finals week, students will have already completed nearly all sections for the paper and will focus on editing, revising, and writing a conclusion.

The following deadlines will be used for each phase of the paper. Note that there are points corresponding to each deadline:

Course Paper Deadlines and Workshop Dates					
Week	Week 1	Week 2	Week 4	Week 6	Week 9
Points	10	10	10	10	30
Phase	Phase 1	Phase 2	Phase 3	Phase 4	Final Submission
Sections of Paper Due	Introduction	Introduction	Introduction	Introduction	Introduction
		Individual-Level Social Processes	Individual-Level Social Processes	Individual-Level Social Processes	Individual-Level Social Processes
			Interactional-Level Social Processes	Interactional-Level Social Processes	Interactional-Level Social Processes
				Macro-Level Social Processes	Macro-Level Social Processes
					Conclusion

Four Writing Workshop Assignments (40 Points/ 40%)

To write the major term paper, throughout the semester students will be learning about gender in society using Barbara J. Risman and William (Buddy) Scarborough's multidimensional method of thinking about gender as a social structure at the individual-, interactional-, and macro- levels of society. The modules correspond to an intentional outline of the class that provides theoretical scaffolding for understanding of how gender operates in social life. The following is a brief overview of what the course consists of:

- Week 1 - Module 1: Introduction to Gender as a Social Structure
- Week 2- Module 2: Gendered Processes at the Individual Level
- Week 3 - Module 3: Gendered Processes at the Interactional Level I & II
- Week 4 - Module 3: Gendered Processes at the Interactional Level III & IV
- Week 5 - Module 4: Gendered Processes at the Macro Level I & II
- Week 6 - Module 4: Gendered Processes at the Macro Level III & IV
- Week 7 - Thanksgiving Break
- Week 8 - Module 5: Applications of Gender Theory and Conclusion
- Week 9 – Final Paper is due Thursday, December 12, by 11:59 PM.

Workshop Assignments are intended to help you write the term paper in this course. Four writing workshops are assigned in this course. After completing all the writing steps in the workshop,

students will turn in a portion of their paper. Each time a workshop assignment is completed, your paper will have an additional section added to the paper. So, with each workshop, your paper will get longer. Writing workshops are completed individually and submitted online via Canvas.

- **Directions for each writing workshop assignment and their rubrics will be available in their respective week's module on Canvas.**
- *Students who do not participate in a writing workshop assignment will not receive points for the corresponding section of the paper due that week and will still be expected to eventually write and turn in that portion of the paper by the time of the next workshop, but will no longer be eligible for the points missed.*
- Each writing workshop is worth 10 points or 10%. All four workshops comprise of 40 points and constitute 40% of the final grade.
- Submitting the four writing workshops and completing the term final paper account for a total of 70% of the overall grade.

Final Paper (30 Points / 30%)

When we reach the end of the semester, students should have most of their final major term paper written from completing the four workshops discussed above. The final paper should make edits and revisions based on the grading comments provided throughout the course. All that students will need to do is add a concluding paragraph and a reference or works cited page at the end. Students should properly use a scholarly format for their paper like APA, MLA, or ASA. Students will be graded on the quality and content of their final papers. In summary:

- Writing Workshop Assignments (40% total;10% for each workshop)
- Final Paper (30%)

Course Policies

Below is a list of items that you can expect from your professor (and), as well as a list of items that, if you choose to stay in this course and not drop it, you are agreeing to abide by in this course. Please consider these expectations our Course Policies.

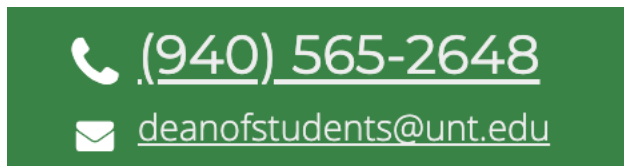
What you can expect from your professor & TA:

1. Respect and active listening.
2. Consistent grading with return time within one week.
3. To treat everyone equally and fairly.

What the professor expects from you:

1. Patience with the professor, TA and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen.
3. Active participation in the Canvas environment as required by the syllabus.
 - If it appears you are not actively engaged in this course, the professor will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the **Tentative Course Schedule** in the syllabus/ Canvas

5. To act with academic integrity during any quizzes or exams and in all writing. Your work should be your own. Cheating, plagiarism, or use of AI of any form to complete your work will not be tolerated. See UNT policy on academic dishonesty. [Student Academic Integrity](#)
6. To read the grading comments that the professor and TA provide. They will incorporate tips for how to do better on future assignments. If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
7. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0), and your work will not be graded. If this happens, you have 24 hours to rectify the situation with the instructor. After that, the zero (0) will stand.
8. To follow all directions in the syllabus for all course assignments. If you do not follow all directions, you will automatically receive a zero (0).
9. Appropriately cite all your work.
 - If the professor happens to look up something you quote or cite and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
10. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes or other assignments. Do not wait until the last minute to begin your work. That way, if you do have some technical difficulty, you'll have time to correct it.
11. To contact the Dean of Students, Seeking Options and Solutions (SOS) Office, in the event of a personal emergency in your life. This includes extended illness or hospitalization, death in family, or other personal issue that hinders your possibility of success in the course. Here is the URL and the contact information for that office.
 - <https://deanofstudents.unt.edu/resources/seeking-options-and-solutions>



UNT Policies

Attendance Policy

Visit the [University of North Texas' Attendance Policy \(http://policy.unt.edu/policy/15-2-\)](http://policy.unt.edu/policy/15-2-) to learn more. The instructor of this course expects students to stay engaged in this online course.

ADA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be

provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, use of AI to complete assignments, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

- Cheating on discussions by posting something erroneous first in order to see others' posts will result in a zero and a warning. If it happens twice, an Academic Integrity Violation Report will be filed for each incident.
- Cheating related to any form of plagiarism will result in a zero, and an Academic Integrity Violation Report will be filed for each incident.
- Any form of plagiarism, including but not limited to the use of any form of AI to generate your work, will not be tolerated. You will receive a zero, and an Academic Integrity Violation Report will be filed for each incident.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety

emergencies like chemical spills, fires, or violence). The instructor will also post an announcement to the class.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward email [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
Example: This course may employ lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [U.N.T. Email Address](#)
- [Legal Name](#)

**UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)

- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [U.N.T. Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)