

**Gender and Society**  
**SOCI 4250-900**  
**216 Wooten Hall**  
**Tuesdays and Thursdays, 11:00am to 12:20pm**

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Office Hours: Tu/Th, 9am to 10:30am  
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**Course Description**

This course will introduce you to sociological perspectives on gender. We will engage in theories and state-of-the-art research showing the mechanisms through which gender is *socially constructed* and the consequences of these processes.

You will gain knowledge and skills in this course that expand your understanding of social life and your ability to independently investigate social patterns and social problems. In pursuit of these aims, this course has two main learning objectives:

- 1) Students will gain understanding in major sociological theories and concepts that describe gender and gender relations in contemporary society.
- 2) Students will develop transferable skills in the application of research practices they use to investigate gender in society.

Put briefly, my aim is for students to develop as social scientists capable of independently investigating and solving problems. This requires that students gain aptitudes on theory so they know what questions to ask, where to look, and how to interpret information, as well as acquire proficiencies in core scientific tools of inquiry so they possess the practical skills necessary for collecting valid and reliable data.

Ultimately, the class will not only provide students with a robust understanding of gender in society, but also the skills to put that knowledge into practice in ways that improve our lives, communities, and workplaces.

**Required Text:**

There are no required texts for purchase for this class. All readings will be uploaded onto Canvas.

**Grades.**

I use a typical 100-point rubric for the course with points being distributed across three categories: 1) Group assignments, 2) Quizzes, and 3) Applied research papers. Letter grades will be awarded based on the percentage of total points received (see table below).

Group Assignments	30% of Grade
Quizzes	20% of Grade
Applied Research Papers:	50% of Grade
Total	100%

#### Grading Rubric:

90%-100% points: A

80%-89.9% points: B

70%-79.9% points: C

60%-69.9% points: D

59.9% or below: F

## Assignments

### *Group Assignments*

The majority of class lessons will include a group assignment. Most often, these assignments will be completed during class time. I will assign groups randomly and they may change each class. Students must be present to receive credit on group assignments.

### *Quizzes*

Quizzes will be periodically assigned in class. They will cover content from the readings and lecture.

### *Applied Research Papers*

Students will conduct three independent research projects, each culminating in a separate paper, where they use the sociological theories learned in the course to investigate a research question pertaining to gender in society. Each paper will use a different research tool. Students will learn how to use that research tool in the classes leading up to the paper's deadline. Each paper should be a maximum of 5 pages, double-spaced.

#### Paper 1: Using Interviews to Understand Gendered Parenting Practices.

The first applied research paper will use qualitative interviews to investigate how gender informs parenting practices. Students will interview their parents, or a parent they know, using a set of questions that investigates if individuals use different parenting strategies or treat children differently depending on the gender of the child. Interviews will be recorded and transcribed. Students will then use flexible coding, a state-of-the-art research technique, to code the interview for themes. Their paper will use these themes to draw conclusions about the role of gender in their respondents' parenting practices.

#### Paper 2: Using a Survey Experiment to Identify Cognitive Gender Bias

The second applied research paper will require students to design, field, and analyze an online survey experiment. I will teach students how to use Qualtrics, a professional survey research platform, to design an experiment that tests for cognitive gender bias. Students will then design their own experiment and field it to people in their social network. They will analyze the results to determine whether their experiment identified the presence of cognitive gender bias. They will report key findings in a paper.

### Paper 3: Students Choose 1: Analyzing Spatial Variation in Inequality or Longitudinal Change in Fashion

For the third applied research paper, students may choose one of two options. For the first option, students will learn how to use *Social Explorer*, a tool that uses data from the US Census Bureau to map spatial demographic and economic patterns. Students should map differences in wages between women and men by some level of geography—states, counties, or cities. They should then investigate the sources of that spatial variation in wage inequality by examining other differences between places with higher or lower gender wage gaps. For example, students may consider whether the types of industries that predominate in some states over others help explain gender wage gaps. Or perhaps employment patterns, such as the prevalence of part-time versus full-time work. Students will learn how to use *Social Explorer* to analyze data and create maps. They will present these maps and data analysis in a paper where they illustrate spatial variation in gender inequality and propose at least one source of this variation by presenting key data-driven evidence.

The second option students may choose for their third applied research paper is to examine cultural change in gender over time by analyzing fashion trends using archival data from the Texas Fashion Collection. Housed at UNT, the Texas Fashion Collection contains over 20,000 highly acclaimed fashion pieces spanning multiple decades. Students will learn how to access and analyze the digital repository of the collection to conduct original research on how fashion trends have changed over time and the ways in which this reflects, or informs, shifting gender norms. Students' data analysis should be reported in a paper that presents their findings, using key evidence, in a way that makes new arguments about the relationship between changing fashion and gender norms.

### Assignment and Grade Policies

#### *Late Assignments*

Late assignments will be penalized 20% for every day that they are late, starting the minute after the deadline (e.g., if assignment is due at 11:59pm and submitted as 12:00am, it will be penalized 20%).

If there are extenuating circumstances preventing submission of assignments, please let me know. I will make every effort to accommodate students.

#### *Incomplete Grades*

Incomplete grades may only be assigned when the student is making satisfactory progress until the request for an incomplete is made. Incompletes 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 incompletes must be made prior to the final examination or final paper due date.

#### *Make-ups*

Other than documented medical emergencies and religious observations, no make-ups will be given for any of the quizzes or in-class assignments.

### **Attendance and Participation**

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (<https://policy.unt.edu/policy/06-039>). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

## **UNT RESOURCES AND POLICIES**

### **Diversity and Global Issues Requirement for the College of Liberal Arts and Social Sciences**

This course fulfills the CLASS requirement for Diversity and Global Issues. At the end of this course, students should be able to do at least three of the following: 1. Identify the origins, influences, and limits of one's own cultural heritage. 2. Demonstrate the ability to learn from and empathize with perspectives and experiences different from one's own. 3. Show an understanding of the interrelationships of the self, local society, and global environments. 4. Describe the impacts of complex, worldwide systems. 5. Explain the reasoning for one's ethical responsibilities within worldwide systems.

### **Visit the UNT Learning Center**

The UNT Learning Center provides a variety of free academic support programs from tutoring and supplemental-instruction services to academic skills workshops and coaching. **Contact Information:** Phone: 940-369-7006 | Email: [Learning.Center@unt.edu](mailto:Learning.Center@unt.edu) | In-person: Monday through Friday, from 8a - 5p, Sage Hall, Room 170. For more information about the services provided, visit the LC online: [learningcenter.unt.edu](http://learningcenter.unt.edu).

### **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, 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. Students who engage in academic dishonesty will receive a zero in the assignment and potentially a zero in the course and administrative action from the university.

### **ADA Accommodation Statement**

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 (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

### **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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **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. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

### **Sexual Assault Prevention**

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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

### **Religious Holidays**

If you wish to observe a religious holidays that conflicts with the completion of a course module, notify me by the tenth day of the semester of the relevant module unless the religious holiday is observed on or before the tenth day of the semester. In such cases, you should notify me at least five days in advance of the date. I will make every reasonable effort to honor the request, not penalize you for missing material, and if an examination or project is due during the absence, I will give you an exam or assignment equivalent to the one completed in the module.

## COURSE SCHEDULE

### Detailed Reading Schedule

Note that readings are subject to change. All changes will be announced in class and through e-mail with advanced notice.

## I. INTRODUCTION

### January 14:

Introduction to the Course and Each Other

### January 16: Social Structures

### January 21: Gender as a Social Structure

- 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).

### January 23: Gender as a Social Structure

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## II. GENDERED PROCESSES AT THE INDIVIDUAL LEVEL

### January 28: Bodies and Physical Selves

- Eliot, Lise. 2009. "Introduction." Pgs. 1-18 in *Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps – and What We Can Do About It*.

### January 30: Bodies and Physical Selves

### February 4: Embodiment

- Martin, Karin A. 1998. "Becoming a Gendered Body: Practices of Preschools." *American Sociological Review* 63(4): 494-511.

### February 6: Embodiment

- Davis, Georgiann and Erin L Murphy. 2013. "Intersex Bodies as State of Exception: An Empirical Explanation for Unnecessary Surgical Modification." *Feminist Formations* 25 (2), pp 129-152.

### February 11: Socialization

- Kane, Emily. "Chapter 1: Wanting a Girl, Wanting a Boy: Conceptual Building Blocks" Pgs 27-52 in *Gender Trap: Parents and the Pitfalls of Raising Boys and Girls*. New York: New York University Press.

### February 13: Applied Research, Parent Interviews

**February 18: Applied Research, Coding Qualitative Interviews**

Class will be held in computer lab. See e-mail for instructions

- Deterding, Nicole M., and Mary C. Waters. 2021. "Flexible Coding of In-depth Interviews: A Twenty-first-century Approach." *Sociological Methods & Research* 50(2): 708-739.

**February 20: Lab**

Class will be held in computer lab. See e-mail for instructions

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**Applied Research Paper 1**  
**Due: Monday February 24 by 11:59pm**  
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**III. GENDERED PROCESSES AT THE INTERACTIONAL LEVEL****February 25: Performativity and Masculinity**

- Pascoe, CJ. 2007. "Compulsive Heterosexuality: Masculinity and Dominance," Pp 84-114 in *Dude You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.

**February 27: Performativity and Masculinity****March 4: Performing Gender and Femininity**

- Hamilton, Laura T., Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. 2019. "Hegemonic Femininities and Intersectional Domination." *Sociological Theory*. 37(4): 315-341.

**March 6: Stereotypes**

- Heilman, Madeline E. 2001. "Description and Prescription: How Gender Stereotypes Prevent Women's Ascent Up the Organizational Ladder." *Journal of Social Issues*, Vol. 57: 657-674.

**March 18: Stereotypes****March 20: Experimental Design Using Qualtrics**

Class will be held in computer lab. See e-mail for instructions

**March 25: Fielding Survey Experiment****March 27: Analyze Experiment Results**

Class will be held in computer lab. See e-mail for instructions

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**Applied Research Paper 2**  
**Due: Monday March 31 by 11:59pm**  
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#### **IV. GENDERED PROCESSES AT THE MACRO LEVEL**

##### **April 1: Public Policy**

- Collins, Caitlyn. 2019. Chapter 1 "SOS." Pgs 1-26 in *Making Motherhood Work: How Women Manage Careers and Caregiving*. Princeton, NJ: Princeton University Press.

##### **April 3: Institutions and Organizations**

- Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail." *Harvard Business Review*.

##### **April 8: Cultural Norms**

- Scarborough, William J. and Ray Sin. 2020. "Gendered Places: The Dimensions of Local Gender Norms across the United States." *Gender & Society* 34(5): 705-735.

##### **April 10: Cultural Norms**

- Bishop, Katelynn, Kjerstin Gruys, and Maddie Evans. 2018. "Sized Out: Women, Clothing Size, and Inequality." *Gender & Society* 32(2): 180-203.

##### **April 15: Social Explorer Workshop**

Class will be held in computer lab. See e-mail for instructions

##### **April 17: Texas Fashion Collection Workshop**

Class will be held in Texas Fashion Collective. See e-mail for instructions

##### **April 22: Texas Fashion Collection Workshop**

Class will be held in Texas Fashion Collective. See e-mail for instructions

##### **April 24: Lab**

Class will be held in computer lab. See e-mail for instructions

##### **April 29: Conclusions**

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**Applied Research Paper 3**  
**Due: Friday May 2 by 11:59pm**  
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