

**Gender and Society**  
**SOCI 4250-900**  
Internet Course

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**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.

We will use sociological readings to guide our discussion, but our analysis of gender will also be enriched by the exchange of ideas and experiences of students in the course. By applying theoretical perspective to our lived experiences, we will be able to shed new light on reasons for the inequality we observe in our daily lives. We can also draw from personal experience to build from existing theories.

**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

In order to achieve our goals, I will emphasize throughout the course the importance of *seeing the everyday world as problematic*. This means that you will examine aspects of society, perhaps things that you’ve previously taken for granted, in order to identify how these practices contribute to inequality. This approach to knowledge is inspired by the work of Dorothy Smith.

*Dorothy Smith 1987, page 134*

*The problematic of the everyday world organizes inquiry into the social relations in back of the everyday worlds in which people's experience is embedded. It opens up the possibility of exploring these relations as they really are, of discovering how they work and how they enter into the organization of the local historical settings of our work and experience and of our encounters with others.*

**The Goal of Communication**

A second major goal in this course is to improve our communication of thoughts and ideas. This will occur through two mediums: Discussing our work through online discussions and written papers.

The course also includes several writing workshops aimed to progress students toward their final paper. Workshops will be facilitated in the online Canvas environment throughout the course of a single week. Our goal is that by the end of the class students will have advanced in their ability to communicate their valuable thoughts through writing.

**Required Text:**

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

**Grades**

I use a 100-point rubric for the course with points being distributed across two categories 1) Weekly quizzes, and 2) the final paper. Letter grades will be awarded based on the percentage of total points received (see table below).

Weekly Quizzes	40% of Grade
Paper: Analysis of Gendered Social Problem	60% 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**

*Weekly Quizzes*

Each module will include at least one quiz covering content from the readings and lecture. Quizzes are not group work – they are assigned for individual students. Quizzes may only be taken once. Weekly quizzes account for 40% of students overall grade.

*Analysis of a Gender Problem (Paper, 5-8 pages double-spaced)*

For the major paper of this course, you will choose a “gender problem” – a specific area of gender inequality – and analyze the individual-, interactional-, and macro-level processes that contribute to its existence. You should 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. 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 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:

<b>Workshop</b>	Due July 18	Due July 25	Due August 1	Due August 8	Due August 12
<b>Points</b>	5	5	5	5	20
<b>Phase</b>	Phase 1	Phase 2	Phase 3	Phase 4	Final Submission
<b>Sections of Paper Due</b>	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

Each deadline corresponds to a writing workshop that will be facilitated online. In these workshops, students will learn how to craft effective course papers. They will be given clear instructions for this assignment, as well as broader advice for writing course papers more generally that can be applied in other classes.

### **Assignment and Grade Policies**

#### *Late Assignments*

To incorporate flexibility into the syllabus, I will drop students' three lowest quiz grades. Beyond these exceptions, 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 the professor 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 (e.g. the death of a loved one) has made finishing the semester impossible. All requests for incompletes must be made prior to the final examination.

### *Make-ups*

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

### *Extra Credit*

There are no extra credit opportunities in this course. Research has shown that extra credit opportunities tend to primarily benefit students already in privileged positions who have the extra time and energy to take advantage of them, while doing little for students who actually may need the extra points. Consequently, extra credit assignments often worsen existing educational inequalities. Therefore, I will not offer extra credit in this class. If you have a compelling argument for why extra credit may benefit *all* students that considers the many different challenges they face, I am open to reconsidering my position on this matter.

### **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**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

### **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

### Online Format of the Course

This is an online asynchronous course taking place entirely on Canvas. The main site of the online classroom will be in the Canvas **Modules**. **Students coursework will primarily consist of following the instructions in each module**, which will guide them through assigned readings, course lectures, quizzes, and any other related materials.

Here is a summary of the weekly modules, dates when they will be posted, and associated due dates for weekly assignments.

Date Posted	Module	Assignment	Due Date
July 5	Introduction	Quiz	Wednesday, July 13
July 5	Social Structures	Quiz	Friday, July 15
July 5	Gender as a Social Structure	Quiz & Paper	Monday, July 18
July 12	Bodies and Physical Selves	Quiz	Wednesday, July 20
July 12	Embodiment	Quiz	Friday, July 22
July 12	Socialization	Quiz & Paper	Monday, July 25
July 19	Performativity and Masculinity	Quiz	Wednesday, July 27
July 19	Performing Gender and Femininity	Quiz	Friday, July 29
July 19	Stereotypes	Quiz & Paper	Monday, August 1
July 26	Institutions and Organizations	Quiz	Wednesday, August 3
July 26	Public Policy	Quiz	Friday, August 5
July 26	Macro-Level Cultural Ideologies	Quiz & Paper	Monday, August 8
August 2	Applying Gender Theory to Analyze Inequality on College Campuses	Quiz	Wednesday, August 10
August 2	Conclusions	Final Paper	Friday, August 12

## Detailed Reading Schedule

Below is a list of readings and topics for each module. Note that readings are subject to change. All changes will be announced in class and through e-mail with advanced notice.

### I. INTRODUCTION

**Complete by July 13**

**Introduction to the Course and Each Other**

**Complete by July 15**

**Social Structures**

**Complete by July 18**

**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).
- *Writing Workshop*. Students will write the first section of the paper in the workshop

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### II. GENDERED PROCESSES AT THE INDIVIDUAL LEVEL

**Complete by July 20**

**Bodies and Physical Selves**

- Wade, Lisa and Myra Marx Ferree "Bodies" Pages 34-49 in *Gender: Ideas, interactions, Institutions*. New York: Norton.
- 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*.

**Complete by July 22**

**Embodiment**

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

**Complete by July 25**

**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.
  - *Writing Workshop*. Students will add the second section to their paper in the workshop
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### III. GENDERED PROCESSES AT THE INTERACTIONAL LEVEL

**Complete by July 27**

**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.

**Complete by July 29**

**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.

**Complete by August 1**

- *Writing Workshop*. Students will add the third section to their paper in the workshop.
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### IV. GENDERED PROCESSES AT THE MACRO LEVEL

**Complete by August 3**

**Institutions and Organizations**

- Garcia, Lorena. 2009. "'Now Why do you Want to Know about That?': Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth." *Gender & Society* 23(4): 520-541
- Dobbin, Frank and Alexandra Kalev. 2016. “Why Diversity Programs Fail.” *Harvard Business Review*.

**Complete by August 5**

**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.
- Richie, Beth. 2012. “Chapter 4: Black Women, Male Violence, and the Buildup of a Prison Nation.” Pages 99 to 124 in *Arrested Justice: Black Women, Violence, and America’s Prison Nation*. New York: NYU Press.



**Complete by August 8**

**Macro-Level Cultural Ideologies**

- Chatillon, Anna, Maria Charles, and Karen Bradley. "Gender Ideologies." Pgs 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.
  - *Writing Workshop*. Students will add the fourth section of their paper in the workshop.
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**V. APPLICATIONS OF GENDER THEORY**

**Complete by August 10**

**Applying Gender Theory to Analyze Inequality on College Campuses**

- Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." 2006. *Social Problems* 53(4) pp. 483-499.

**Complete by August 12**

**Conclusions**

**Final paper is due by 11:59pm on Friday, August 12, 2022.**