

Gender and Society
SOCI 4250-900
Internet Course

Professor: William “Buddy” Scarborough, PhD
288C Sycamore Hall
William.Scarborough@unt.edu
Virtual Office Hours: Fridays, 1pm to 4pm
*please e-mail for appointment

Teaching Assistant: Tasmiah Amreen
288 Sycamore Hall
Tasmiah.Amreen@unt.edu
Office Hours: By appointment

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:

Workshop	Due May 29	Due June 5	Due June 12	Due June 19	Due June 23
Points	5	5	5	5	20
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

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 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 tends to 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 | 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.

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.

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.

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 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
May 22	Introduction	Quiz	Wednesday, May 24
May 22	Social Structures	Quiz	Friday, May 26
May 22	Gender as a Social Structure	Quiz & Paper	Monday, May 29
May 29	Bodies and Physical Selves	Quiz	Wednesday, May 31
May 29	Embodiment	Quiz	Friday, June 2
May 29	Socialization	Quiz & Paper	Monday, June 5
June 5	Performativity and Masculinity	Quiz	Wednesday, June 7
June 5	Performing Gender and Femininity	Quiz	Friday, June 9
June 5	Stereotypes	Quiz & Paper	Monday, June 12
June 12	Institutions and Organizations	Quiz	Wednesday, June 14
June 12	Public Policy	Quiz	Friday, June 16
June 12	Macro-Level Cultural Ideologies	Quiz & Paper	Monday, June 19
June 19	Applying Gender Theory to Analyze Inequality on College Campuses	Quiz	Wednesday, June 21
June 19	Conclusions	Final Paper	Friday, June 23

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 May 24

Introduction to the Course and Each Other

Complete by May 26

Social Structures

Complete by May 29

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

II. GENDERED PROCESSES AT THE INDIVIDUAL LEVEL

Complete by May 31

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 June 2

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 June 5

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 June 7

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 June 9

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 June 12

- *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 June 14

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 June 16

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 June 19

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.

V. APPLICATIONS OF GENDER THEORY

Complete by June 21

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 June 23

Conclusions

Final paper is due by 11:59pm on Friday, June 23, 2022.