

**University of North Texas at Dallas**  
**Fall 2010**  
**SYLLABUS**

<b>SOCI 4250: Gender &amp; Society 3Hrs</b>			
<b>Department of</b>	<b>Sociology &amp; Psychology</b>	<b>Division of</b>	<b>Liberal Arts &amp; Life Sciences</b>
<b>Instructor Name:</b>	<b>Steven L. Arxer</b>		
<b>Office Location:</b>	<b>Building 2, Room 321</b>		
<b>Office Phone:</b>	<b>972-338-1592</b>		
<b>Email Address:</b>	<b>steven.arxer@unt.edu</b>		
<b>Office Hours:</b>	<b>TR 10am-12pm/1-2pm; Wed 4-7pm; or by appointment</b>		
<b>Classroom Location:</b>	<b>DAL1 244</b>		
<b>Class Meeting Days &amp; Times:</b>	<b>TR 4:00pm-5:20pm</b>		
<b>Course Catalog Description:</b>	<b>Analyzes gender as a major social institution which intersects with all other institutions, especially the family, work, religion, politics and education. Stresses programs to change the unequal treatment of women and men in these areas. Surveys contemporary changes and cultural variability in gender role definitions.</b>		
<b>Prerequisites:</b>	<b>SOCI 1510 or equivalent</b>		
<b>Required Text:</b>	<p><b>Title: Gender Through the Prism of Difference, 2/E</b>  <b>Authors: Maxine Baca Zinn, Pierrette A. Hondagneu-Sotelo, Michael A. Messner</b></p> <p><b>*Note: if you have a different edition of the text please notify the professor to make sure that your text will satisfy the requirements of the course</b></p> <p><b>**All other reading material will be provided by the professor in advance either electronically or in hardcopy in class</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><b>• You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. In the course syllabus the text <i>Gender Through the Prism of Difference</i> is abbreviated as <b>GTPD</b></b></li> </ul>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>		
<b>Course Goals or Overview:</b>			
	<p>This course is designed as an overview of gender scholarship and will focus especially on key work in the last twenty years. The course will begin its overview with a central theoretical work in conceptualizing gender (e.g., "doing gender"). With this as a grounding assumption, we will closely examine various ways sociologists have conceptualized, theorized, and observed gender. We will also review two central developments in the area (e.g., intersections analyses and masculinities studies) and examine quite recent articles by leading scholars of these branches of gender scholarship. Finally, the course will also consider empirical work that links gender to institutions and social structures. In all, the course is meant to move students to a more comprehensive understanding of the gender in/as society by considering gender to be a social practice and not just biology.</p>		

<b>Learning Objectives/Outcomes: At the end of this course, the student will be able to</b>	
1	Know the basic theories related to the study of gender
2	Outline the various perspectives relevant to gender studies (i.e., sociology, history) and used to analyze gender relations
3	Describe classic and contemporary scholarship on gender and attendant empirical research
4	Raise questions about continuing sexism, patriarchy, and homophobia in our society, and look at applied attempts to rectify racial distrust and alienation

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

<b>TOPICS</b>	<b>TIMELINE</b>
<p><b><u>I. Introduction to Gender &amp; Society</u></b></p> <p><b>Introduction</b>  <a href="http://www.unt.edu/edo/multicultural.htm">http://www.unt.edu/edo/multicultural.htm</a>  <i>*Access this web links and become familiar with its contents</i></p>	<b>8/26</b>
<p><b>Basic Concepts</b>  Ore, Tracy E. "Part I: Constructing Differences", pp. 1-18  [R] Kimmel, Michael &amp; Amy Aronson. "Sex and Gender: Nature <i>and</i> Nurture", pp. 280-85</p>	<b>8/31</b>
<p><b>Classical Statements: Essentialism &amp; Sex Role Theory</b>  [R] Whitbeck, Caroline. "Theories of Sex Difference", pp. 34-50  Hochschild, Arlie Russell. "A Review of Sex Role Research", pp. 1011-29</p>	<b>9/2-9/7</b>
<p><b>Defining Gender: Not Just Biology/Not Just Sex Role</b>  [R] GTPD 1, Lorber, Judith "Believing Is Seeing: Biology as Ideology"  Fausto-Sterling, Anne. "The Five Sexes: Why Male and Female Are Not Enough", pp. 292-303</p>	<b>9/9-9/14</b>
<p><b><u>II. Contemporary Theory on Gender</u></b></p> <p><b>Theorizing Gender—Doing Gender</b>  [R] West, Candace and Don E. Zimmerman. "Doing Gender", pp 125-51  GTPD 2, Maxine Baca Zinn and Bonnie Thornton Dill, "Theorizing Difference from Multiracial Feminism"  Messner, Michael A. "Barbie Girls versus Sea Monsters: Children Constructing Gender", pp. 765-784</p>	<b>9/16-9/21</b>
<p><b>Theorizing Gender—Intersections</b>  [R] West, Candace and Sarah Fenstermaker. "Doing Difference", pp. 8-37.  GTPD 7, Margaret L. Andersen. "Studying across Difference: Race, Class, and Gender in Qualitative Research"</p>	<b>9/23-9/28</b>
<p><b>Theorizing Gender: Hegemonic Masculinity &amp; Multiple <i>Masculinities</i></b>  [R] Kimmel, Michael. "Masculinities", pp. 503-07  Kimmel, Michael. "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity", pp. 119-41  GTPD 10, Gerschick, Thomas and Adam Stephen Miller. "Coming to Terms: Masculinity and Physical Disability"</p>	<b>9/30-10/5</b>

<p><b><u>III. The Intersections of Gender: Race/Class/Gender/Sexuality/Age....</u></b></p> <p><b>The Complexity of Intersectionality</b>  GTPD 16, Deborah L. Tolman. "Doing Desire: Adolescent Girls' Struggle for/with Sexuality"  <input checked="" type="checkbox"/> GTPD 13, Beth E. Richie and Valli Kanuha. "Battered Women of Color in Public Health Care Systems: Racism, Sexism, and Violence"</p>	<p><b>10/7-10/12</b></p>
<p><b><u>IV. Gender in/as Institution(s)</u></b></p> <p><b>Is Gender an Institution?</b>  <input checked="" type="checkbox"/> Martin, Patricia Yancey. "Gender as a Social Institution", pp. 1249-73</p>	<p><b>10/14-10/19</b></p>
<p><b>MIDTERM</b></p>	<p><b>(Due 10/19)</b></p>
<p><b>Gender &amp; Work</b>  GTPD38, Rosemary Pringle, "Male Secretaries"  <input checked="" type="checkbox"/> Dellinger, Kristen. "Masculinities in "Safe" and "Embattled" Organizations: Accounting for Pornographic and Feminist Magazines", pp. 545-66</p>	<p><b>10/21-10/26</b></p>
<p><b>Gender &amp; Family</b>  <input checked="" type="checkbox"/> GTPD 35, M. Patricia Fernandez K.. "Delicate Transactions: Gender, Home, and Employment among Hispanic Women"  Yodanis, Carrie "Divorce Culture and Marital Gender Equality: A Cross-National Study", pp. 644-59</p>	<p><b>10/28-11/2</b></p>
<p><b>Gender and Popular Culture/Media</b>  <input checked="" type="checkbox"/> GTPD 43, Catherine A. Lutz and Jane L. Collins. "The Color of Sex: Postwar Photographic Histories of Race and Gender in "National Geographic Magazine"  Video: Killing Them Softly</p>	<p><b>11/4-11/9</b></p>
<p><b>Gender &amp; Education</b>  Jordan, Ellen and Angela Cowan. "Warrior Narratives in the Kindergarten Classroom: Renegotiating the Social Contract", pp. 103-15  <input checked="" type="checkbox"/> Boswell, A. and Joan Spade. "Fraternities and Collegiate Rape Culture: Why are some Fraternities more Dangerous Places for Women?", pp. 133-47</p>	<p><b>11/11-11/16</b></p>
<p><b><u>V. Gendered Bodies, Power, &amp; Violence</u></b></p> <p><b>Gender, Sports, Technology</b>  <input checked="" type="checkbox"/> GTPD15, Michael A. Messner. "When Bodies Are Weapons"  GTPD 17, Susan Bordo. "Pills and Power Tools"</p>	<p><b>11/18-11/23</b></p>
<p><b><u>VI. Gender in a Globalized Era</u></b></p> <p><b>Transnational Gender Power</b>  <input checked="" type="checkbox"/> GTPD 5, R.W. Connell, "Masculinities and Globalization"  hooks, bell "Eating the Other"</p>	<p><b>11/30-12/2</b></p>
<p><b><u>VI. Social Change and Resistance</u></b></p> <p><b>Womens'/Feminist Movement</b>  <input checked="" type="checkbox"/> GTPD 46, Mary Pardo. "Mexican American Women Grassroots Community Activists: "Mothers of East Los Angeles."</p>	<p><b>12/7-12/9</b></p>

Flood, Michael. "Men's Collective Struggles for Gender Justice: The Case of Anti-violence Activism"	
<b>LGBTI Movement</b> Video: Before Stonewall	<b>12/14-12/16</b>
Note: This syllabus may be subject to changes and/or revisions.	

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Reading Reviews (20%, 10 points possible/review)

To facilitate discussion and understanding of material, you will be expected to write 10 reviews over the course of the semester. Reviews should be written as 2 page overviews of the review article of the day (review articles are marked **R** schedule of this syllabus). Each review should strive to identify the author(s)' key points and provide critical reflection about the work (especially in relation to other reading and ideas from class). In addition, each review should include at least 1 class discussion question that will be offered during class.

### Participation (10%)

To facilitate discussion, students are expected to participate in class discussions. Participation involves attending class discussion and asking questions/answering questions about the assigned material. Attendance and active participation in discussion about assigned readings is essential to make our course work. The quality (not just quantity) of your contributions to the seminar will be weighed into your overall performance. In the event of serious illness or emergency, please contact me through email.

### Midterm (40%)

There is one take-home midterm in which students will have a weekend to answer a series of questions. Questions will reflect major concepts, theories, debates, and empirical research on gender. Midterms should be typed, double-spaced, using 12pt font. Length should be no more than 5-6 pages. While students are encouraged to discuss questions/answers together, plagiarism will be grounds for a failing grade

### Paper (30%)

Students are expected to turn in research paper. This paper requires that students research a topic (of their choosing) from the perspective of gender. For example, a student might examine a current event, books, popular culture, entertainment, the clothing industry, law, etc. using course material and other external sources. Paper should be typed, double-spaced, using 12pt font. Length should be no more than 7-8 pages.

### Grading Matrix:

Instrument	Value (points or percentages)	Total
Reading Reviews	10 Reviews at 10 points each, 20%	100
Class Participation	10%	50
Midterm	40%	200
Research Paper	1 Research Paper, 30%	150
<b>Total:</b>	<b>100%</b>	<b>500</b>

**Grade Determination:**

<u>Grade</u>	<u>Percent</u>	<u>Points</u>
A	90-100%	450-500
B	80-89%	400-449
C	70-79%	350-399
D	60-69%	300-349
F	Below 60%	299 or lower

\*\* You are responsible for tracking your own grade progress. If you have questions about your grade or if you need documentation of your grade

**University Policies and Procedures****Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

**Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**Assignment Policy:** Any style guide may be used for research papers so long as the style is used consistently throughout the paper.

**Note: No extensions are given on any assignment, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.**

**Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Classroom Policies**

1. Since discussion is an essential part of this course please come to class prepared and on time.
2. Please turn off your cell phones and pagers.
3. Do not come into class late or leave early.
4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.
5. No late work will be accepted unless you have a valid documented excuse (documented illness or death in the family). **If you miss an assignment and you have a valid documented excuse notify me as soon as possible**

**via phone or email so we can arrange a reasonable time for you to make up the missed assignment.**

6. All work must be turned in during class. I will not accept emailed work unless you have a valid documented excuse.

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

To get the most out of this class your attendance is required.

- An attendance sign in sheet will be circulated at the beginning of each class. Sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence.
- Students are expected to attend all scheduled meetings of this class. Students are also expected to be on time for all scheduled class meetings. Students who come to class late will be counted as absent. **After 3 absences, 5 overall points will be deducted for every class period missed.**
- If you have a documented excuse for your absence let me know as soon as possible and bring it to class. A valid documented excuse consists of a doctor's note documenting your illness or death in the family

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*