

HTS 3017: Sociology of Gender
Summer 2026
ONLINE - ASYNCHRONOUS
Instructor: Kemal Budak
Office Hours: By Appointment

Online Course Details:

- This course is remote/online and asynchronous.
- Quizzes and the Final Exam will be administered on Canvas via Honorlock, which requires a computer camera.
- All course times are listed in Eastern Time (Atlanta).

COURSE DESCRIPTION

This course examines gender as a socially constructed system of power that shapes identities, institutions, and everyday interactions. Drawing on classical and contemporary sociological theory, the course analyzes how gender intersects with race, class, sexuality, nationality, religion, and ability to produce patterned inequalities and lived experiences. Rather than treating gender as a biological or purely individual trait, the course approaches it as an institutionalized structure embedded in families, education, work, media, religion, law, science, and the state.

You will engage with foundational debates in feminist theory, masculinity studies, queer and trans studies, and intersectionality, while also analyzing empirical research on topics such as gender socialization, the wage gap, reproductive politics, care work, violence, embodiment, representation, and resistance. Throughout the course, attention is paid to how gender norms are produced, enforced, contested, and transformed across historical and global contexts. Emphasis is placed on developing a critical sociological imagination that connects personal experiences to broader systems of power and inequality.

CORE IMPACTS

This course is a Core IMPACTS course within the Social Sciences area, designed to provide You with essential knowledge in foundational academic disciplines. It aims to help You master course content while supporting their broader academic and career goals. The course is centered around the following guiding question:

- How do I understand human experiences and connections?

By completing this course, You should achieve the following learning outcome:

- You will effectively analyze the complexity of human behavior and understand how historical, economic, political, social, or geographic relationships develop, persist, or change.

The course content, activities, and exercises are designed to help You develop the following career-ready competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Additional learning outcomes for this course:

By the end of the course, You will be able to:

1. **Explain gender sociologically:** Distinguish between biological sex, gender identity, gender expression, and sexuality, and explain gender as a social structure rather than a natural or individual attribute.
2. **Apply sociological theories of gender:** Use major theoretical frameworks—such as feminist theory, intersectionality, masculinity studies, and queer theory—to analyze gendered patterns of inequality and power.
3. **Analyze institutions through a gender lens:** Critically examine how key social institutions (family, education, work, religion, media, politics, science, and law) reproduce or challenge gender norms and hierarchies.
4. **Connect personal experience to social structure:** Use sociological imagination to link individual biographies and everyday interactions to larger gendered systems and historical contexts.
5. **Critically assess media and cultural representations:** Analyze how gender is represented, stereotyped, erased, or contested in media, popular culture, and cultural texts.

REQUIRED COURSE MATERIALS

- *The Gendered Society Reader*, 6th Edition by Michael Kimmel, Amy Aronson. ISBN: 9780190260378. This book is available at the GT Barnes & Noble Bookstore and online. Additional readings will be provided via Canvas.

COURSE POLICIES

- **Attendance Policy:** This is an asynchronous course. Students are expected to engage regularly with course materials and meet all deadlines. Failure to do so may impact course performance.
- **Accommodations for Students with Disabilities:** If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.
- **Syllabus:** I reserve the right to make changes to the syllabus in the future.
- **Communication:** All reading materials, except for the textbook, will be posted on Canvas. I typically respond to all emails within 24 hours.
- **Class Preparation:** Complete readings before viewing the lectures. Not all readings will be discussed in detail, but all are essential and may appear on quizzes or the final. Lecture slides do not cover everything, note-taking is key.
- **Late Work and Make-up Exams:** Submit all assignments through Canvas (not by email). Late work will be penalized. Notify me in advance if you must miss an exam. Makeup requires an excused absence and documentation from the Dean.
- **Class Materials:** Lecture videos and PowerPoints will be available on Canvas.
- **Use of Generative Artificial Intelligence (AI) Tools:** You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Also, using these tools may stifle your own independent thinking and creativity. Per GaTech's Honor Code, you may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if you use AI platforms in your assignments, please write a note to clarify where in your process you used AI, include the prompt used to generate the material, and which platform(s) you used. See this article for how to cite AI properly: How to cite ChatGPT: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. **AI use is strictly prohibited during midterms and finals.**

- **Extra Credit:** There is no extra credit unless there is a campus-wide talk that might pertain to our class content.

Student-Faculty Expectations Agreement (Conduct Statement)

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations Agreement articulates some basic expectations that you can have of me and that I have of you. In this course, all participants are expected to engage respectfully, contribute thoughtfully, and maintain a professional learning environment. Disruptive, disrespectful, or inappropriate behavior, whether in discussion forums, communications, or course activities, will not be tolerated.

In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, all students are expected to uphold the standards of conduct outlined by Georgia Tech while participating in this course.

Grading Policy

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Final grade is calculated as follows: Discussion Prompts (20%), Major Assignment (40%), Midterm (15%), Final Exam (25%).

COURSE REQUIREMENTS

Successful completion of this course requires timely submission of assignments, engagement with course materials, and adherence to course policies.

Discussion Prompts (20%): Throughout the semester, you are required to complete four out of 13 discussion prompts listed in the syllabus. These prompts correspond to specific lectures and readings and are designed to encourage you to reflect critically and personally on key sociological concepts. You are free to select any four (4) prompts out of the total 13 offered across the course schedule. You may not submit more than four responses, so choose the prompts that most resonate with you. Each response must be a minimum of one full page, 1.5-spaced. Avoid large margins or spacing tricks—

submissions that fall short of this length will not receive full credit.

Each prompt response should include the following components:

Introduction to Key Concepts: Briefly identify and explain the major concepts from the reading or lecture that the prompt addresses.

Critical Engagement: Analyze the reading, drawing connections to other course materials, real-world examples, or current events. Go beyond summary—raise questions or critiques.

Personal Reflection: Explain how the content relates to your own experiences, beliefs, or background. What challenged you? What affirmed something you already thought?

Sociological Significance: Conclude by discussing the broader implications. Why do these ideas matter in sociology? What do they help us understand about society or social behavior?

Make sure to refer directly to the reading(s) or lecture(s) you're writing about. You may quote briefly but avoid excessive quotation. Show that you understand the ideas in your own words. Your writing should balance academic clarity with a personal voice. This is your chance to show both intellectual and personal engagement. Submit your response as a separate file via Canvas. Make sure to include your name, date, and the prompt number at the top of each response. Deadlines for each response will align with the dates the corresponding prompts are listed on the syllabus. Late work will receive deductions as outlined in the syllabus policy.

Major Assignments (40%): The course includes two major analytical assignments designed to engage you directly with the sociological study of gender through observation, analysis, and application of course theories. You will complete only one of these two major assignments, selecting your preferred option when the assignments are introduced during the semester. Detailed instructions, expectations, and grading criteria will be provided later in the semester.

Midterm (15%): The midterm will consist of multiple-choice, short answer, true/false, and short essay questions based on daily readings and class materials.

Final Exam (25%): The final exam will focus primarily on material from the second half of the course. It will include short answers, short and long essays.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.