Welcome to our class! The goal of this course is to provide you with an introduction to the sociology of gender. Sometimes when people hear words like “sociology of gender” they immediately think we are talking about women’s issues. But as you will learn, masculinity and femininity are relational. That means that to understand women or femininity, we also have to understand men and masculinity and vice versa. Thus, this course is not just about women’s issues. We will talk about women and men, masculinity and femininity, and many things between.

We will start the course by looking at theories of gender and then, using those theories, we will examine gender in various contexts such as in the family, the workplace, sexuality, sport, culture and the media, violence, and politics. The main objectives of this course are to:

1. Familiarize you with sociological theories and methods used to study gender.
2. Enable you to distinguish between sex and gender and to recognize how gender is socially constructed and how it is related to power.
3. Enable you to recognize in what situations gender advantages and disadvantages both women and men.
4. Help you continue to develop fundamental skills such as critical thinking, writing, oral expression, and locating credible information sources.

To meet these objectives we will be using the following required text and reader plus some additional required readings as listed in the schedule below.


Course Requirements and Grades:

In-class activities, exercises, quizzes, and homework 15%
Writing assignments 20%
Group project and presentation 15%
Exams 50%
Total 100%
<table>
<thead>
<tr>
<th>Course Grading Scale in Percentages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100</td>
<td>A+</td>
</tr>
<tr>
<td>94 – 96</td>
<td>A</td>
</tr>
<tr>
<td>90 – 93</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 – 86</td>
<td>B</td>
</tr>
<tr>
<td>80 – 83</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
</tr>
</tbody>
</table>

**In-class activities, exercises, quizzes, and homework** – This category consists of participation in activities and exercises as well as brief homework assignments that will be assigned periodically throughout the semester. Quizzes will be administered at the instructor’s discretion throughout the semester and will focus on major themes and ideas from lectures and readings. The first quiz will not be graded and will serve as a practice quiz to give students a feel for what the quizzes will be like. Thereafter, students will receive 3 points for taking a quiz with each question worth up to 2 additional points.

**Writing assignments** – Students are required to complete three out of eight writing assignment options throughout the course of the semester. Further details are available on the course Blackboard site under the “assignments” tab and more information will be provided in class.

**Group project and presentation** – This assignment requires you to work in groups to create a presentation that your group will present to the class at the end of the semester. More information will be provided on the course Blackboard site under the “assignments” tab.

**Exams** – There will be three exams in this course. Tentative exam dates are shown on the schedule below. The exams will focus primarily on material covered since the previous exam, with the exception that in later exams, students will be expected to be able to apply the perspectives and theories they learn early in the course to the settings (i.e., family, workplace, sport, etc.) covered later in the course.

**Classroom Guidelines:**
Because we all learn better when we’re involved in the process, this course will consist of a mixture of lecture, discussion, group activities, and individual activities. The intent of the discussion and activities is to bring the material from the lectures to life. As your instructor, I’ll do my best to be well informed about the material, responsive to class issues, and open to learning from you. In return, I ask that you do the following:

1. Come to class on time with reading and writing assignments completed. **Readings are assigned on a weekly basis. Please have them done before Monday’s class every week.** The exception is exam weeks. On these weeks, you can wait to do the new reading until after the exam is completed, but please complete it prior to the next class after the exam.
2. Participate constructively in class discussions.
3. Be honest in your work.
4. Respect the confidentiality of your classmates’ contributions. This is especially important in a class such as this where information about people’s personal experiences that are relevant and useful from a learning perspective might be considered controversial outside the classroom.
5. Be present and attentive in class and undistracted by other materials or students.
6. Communicate any needs or concerns to me in a timely manner.
7. Take responsibility for your own learning.

We will be using Blackboard in this course. Please check the course Blackboard site regularly. You can log into Blackboard at http://my.unl.edu.

How to Contact the Instructor:
• E-mail is the best way to get in touch with me. I check my phone messages irregularly so only use the phone in the event that you cannot e-mail me.
• In any e-mail contacts, please put your name and “SOCI 200” in the subject line. I get a lot of e-mails every day and this will help me make sure I prioritize things correctly and get you a response within a reasonable time.
• I may not respond to your e-mail immediately. For this course, you should expect a response within two business days of my reading your message. If you do not get a response within two business days, please send your message again. Please also be aware that I do not check my e-mail most evenings, weekends, or holidays.

How I will Contact You:
I will use the e-mail capabilities in Blackboard to contact you. To make sure you get any important course-related messages, make sure that you have an e-mail address that you check regularly registered with the University. You can do this through the MyRED page, which you will find at: https://myred.nebraska.edu/. Please note that Blackboard will allow you to change your e-mail address in the Personal Information area, but these settings are overwritten nightly by data from MyRED so your changes will get lost unless you make them in MyRED.

Resources:
• Sociology Department, 711 Oldfather Hall, 472-3631, http://soc.unl.edu/
• Writing Center, 102 Andrews Hall, 472-8803, http://www.unl.edu/writing/home

Achievement-Centered Education (ACE) Student Learning Outcomes
The University of Nebraska-Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE. These classes provide and assess specific learning outcomes. As an ACE class, Sociology 200 - Women in Contemporary Society will facilitate Learning Outcome #9: Exhibit global awareness or knowledge of human diversity through analysis of an issue. This learning outcome will be achieved in the following manner:
• Exploration of gender inequality as an issue of diversity including how it is socially constructed and socially maintained.
• Examination of issues impacting diverse groups of women in society, why we consider these issues, and how institutional arrangements influence women’s position(s). Special attention is given to the intersection of gender with other ascribed statuses such as age, ability, class, ethnicity, nationality, race, sexuality.

ACE learning outcomes in this class will be assessed by:
• Discussion.
• A written assignment which allows you to explore an issue relevant to women in contemporary society.

Course Policies:
• **Academic Honesty/Dishonesty:** Academic honesty should be exhibited in this and all courses. Academic dishonesty as defined by the UNL Student Code of Conduct ([http://stuafs.unl.edu/dos/code](http://stuafs.unl.edu/dos/code)) will not be tolerated. It is your responsibility to be familiar with UNL policies regarding academic dishonesty and to ensure that you know what constitutes academic dishonesty. If you are unsure whether an action for this course constitutes academic dishonesty, it is your responsibility to consult with the professor prior to taking that action. The penalty for the first act of academic dishonesty will be an automatic failing grade on the assignment or exam. A second offense will result in automatic failure of the entire course. Students committing academic dishonesty may also be subject to additional university disciplinary sanction. Consistent with the UNL Student Code of Conduct, complicity in academic dishonesty is equivalent to academic dishonesty and will be penalized accordingly.

Plagiarism is a form of academic dishonesty that many students struggle with. The Office of Graduate Studies has put together a nice website to help students better understand plagiarism and how to avoid it. If you are ever unclear about what constitutes plagiarism or if you just want a refresher, please take advantage of this resource, which can be found at: [http://www.unl.edu/gradstudies/current/integrity#plagiarism](http://www.unl.edu/gradstudies/current/integrity#plagiarism).

• **Disabilities:** Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 232 Canfield Administration, 472-3787 voice or TTY.

• **Technology and Outside Materials in the Classroom:** Today’s communication devices, computers, and the internet (and even newspapers and magazines) can be very helpful and at times even essential to us. In many ways they can enhance our learning. But they can also be distracting, disruptive, and undermine learning. In this class, such devices should only be used to support class assignments or exercises or for emergency purposes (i.e., to receive emergency notices). If you are using your devices for other purposes, you will be asked to leave the class for the day. Repeat offenses will result in more severe disciplinary actions in accordance with the student code of conduct. If device usage becomes a problem in the course, I reserve the right to ban all computers, phones, and other technologies from the classroom and implement grade reduction policy for failure to comply. I sincerely hope this is not needed.

Out of respect for your fellow students, please silence or turn off any devices that receive audible notifications before class starts.

• **Attendance:** Attendance is not mandatory, and missing class will not result in any direct penalty. However, if you decide to miss class you will not get points for any in-class assignments, quizzes, or participation that happened that particular day. Unless you have made arrangements with me prior to being absent, in-class assignments and homework assignments cannot be made up. If you are
absent, you are solely responsible for obtaining the material covered during your absence. Attendance will be taken every class period for my own records.

- **Personal Emergencies:** Personal emergencies happen and sometimes take temporary priority over course work. If you have a personal emergency you are still responsible for your school work. I will work with you when these situations arise provided you take the initiative to make appropriate arrangements with me in a timely manner (ahead of time whenever possible). This means you should notify me of the situation as soon as possible, make arrangements to fulfill the requirements of the course in a timely manner, and stay in regular contact with me if you’re gone for an extended amount of time. I will willingly work with you in these situations, but I will hold you to a very high standard of responsibility.

- **Grading:**
  1. The final exam cannot be taken early or made up late, except for in extenuating circumstances and with my pre-approval. Early travel for break is not an acceptable circumstance.
  2. No debating or negotiating about grades can be done on the day that assignments or exams are returned. This allows a cooling-off period and a chance for you to digest feedback and think through your arguments.
  3. I recognize that I sometimes make mistakes. If I have made a grading error that is not related to the content of an assignment or exam (e.g., added up your score incorrectly), feel free to approach me to discuss the error after the cooling-off period has expired. In the event that you think I have made a mistake in content (e.g., written an unclear question, marked an answer as incorrect that you strongly believe is correct, etc.), you are welcome to engage me in a constructive and meaningful debate about the issue by making your case in writing. Submit a copy of your original graded assignment or exam alongside your written argument so that I can assess the situation and make a decision. Only arguments that draw on and reference course materials to make their case and that are clearly articulated and written at a college level (i.e., correct grammar and punctuation) will be considered. Assignment-specific grade appeals will be only be accepted for one week after the graded assignment or exam has been returned to the class, and students must submit such appeals individually.

- **Pass/No Pass:** A final grade of “C” (i.e., 74-76%) is required for a pass.
Schedule of Topics and Readings
Below is a tentative schedule for the semester. I will make adjustments to this schedule as we go to adjust for topics that take more or less time than expected. All adjustments will be announced in class. The course readings will be drawn from multiple sources, which are designated below in the following way:

- Text: Wade and Ferree text book “Gender”
- FF: “Feminist Frontiers” reader
- BB: A reading posted on the course Blackboard site
- L: A reading you can find at the library

Week 1 (Aug 21-Aug 26): Introduction and Key Ideas
- Text: Chapter 1 – Introduction
- Text: Chapter 2 – Ideas
- BB: Oppression by Marilyn Frye

Week 2 (Aug 29-Sep 2): The Gendered Person/Gender in Interactions
- Text: Chapter 3 – Bodies
- Text: Chapter 4 – Performances

Week 3 (Sep 5-Sep 9): Intersectionality Theory/Multiracial Feminism
- Text: Chapter 5 – Intersections
- FF 9: Theorizing Difference from Multiracial Feminism by Maxine Baca Zinn & Bonnie Thornton Dill.
- FF 2: White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh

  September 5 – Labor Day – No Class

Week 4 (Sep 12-Sep 16): Inequality – Masculinities and Femininities
- Text: Chapter 6 – Inequality: Men and Masculinities
- Text: Chapter 7 – Inequality: Women and Femininities
- BB: Patriarchy, the System: An It, Not a He, a Them, or an Us by Allan G. Johnson

Week 5 (Sep 19-Sep 23): Finish previous topics, exam review, and exam 1 (exam 1 will most likely be Friday, September 23rd).
Week 6 (Sep 26-Sep 30): Gender as Social Structure
- Text: Chapter 8 – Institutions

Week 7 (Oct 3-Oct 7): Introduction to Work and Family/Sexuality
- Text: Chapter 9 – Change
- Text: Chapter 10 – Sexualities
- FF 34: Doing Gender, Doing Heteronormativity: “Gender Normals,” Transgender People, and the Social Maintenance of Heterosexuality by Kristen Schilt and Laurel Westbrook

Week 8 (Oct 10-Oct 14): Gender in Families
- Text: Chapter 11 – Families
- FF 26: Waking Sleeping Beauty: The Premarital Pelvic Exam and Heterosexuality During the Cold War by Carolyn Herbst Lewis

Week 9 (Oct 17-Oct 21): Gender in families and the workplace
- BB: Dilemmas of Involved Fatherhood by Kathleen Gerson

October 17 – Fall Break – No Class

Week 10 (Oct 24-Oct 28): Gender in the Workplace
- Text: Chapter 12 – Work
- FF 21: Sex Segregation in the U.S. Labor Force by Christine E. Bose and Rachel Bridges Whaley.
- FF 22: Median Annual Earnings of Full-Time, Year Round Workers by Education, Race, and Hispanic Origin, 2009 by Nancy Whittier.
- FF 24: Maid in L.A. by Pierrette Hondagneu-Sotelo

Week 11 (Oct 31-Nov 4): Exam Review, Exam 2 and begin Gender in Sport
Week 12 (Nov 7-Nov 11): Gender in Sport
- BB: Athlete Aggression on the Rink and Off the Ice: Athlete Violence and Aggression in Hockey and Interpersonal Relationships by Nick T. Pappas, Patrick C. McKenry, and Beth Skilken Catlett.

Week 13 (Nov 14-Nov 18): Gender in Culture and the Media
- FF 12: Gender Stereotyping in the English Language by Laurel Richardson
- BB: The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events by Michael A. Messner and Jeffrey de Oca

Week 14 (Nov 21-Nov 25): Gender and Violence (and Thanksgiving Break)
- FF 42: Fraternities and Rape on Campus by Patricia Yancey Martin and Robert A. Hummer.

November 23 – Thanksgiving Break – No Class
November 24 – Thanksgiving Break – No Class

Week 15 (Nov 28-Dec 2): Student Presentations

Week 16 (Dec 5-Dec 9): Politics, Wrap Up, and Exam 3 Review
- Text: Chapter 13 – Politics
- FF 44: Stratified Reproduction and Poor Women’s Resistance by Karen McCormack
- Text: Chapter 14 – Onward

Final Exam (i.e., Exam 3): 7:30-9:30 Monday December 12