Course Description:
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 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 plus additional required readings as listed in the schedule below.


Course Requirements and Grades:

In-class activities, exercises, quizzes, and homework (40%) – This category consists of participation in activities and exercises as well as 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. Students will receive 2 points for turning in the quiz and up to an additional 2 points per question.

Missed quizzes, in-class activities, and homework due to unexcused absences cannot be made up and will result in a score of zero. Students with excused absences will be required to make up missed assignments or do alternative assignments when doing so is possible. When this is
not possible due to the nature of the assignment or activity, students will exempted from the assignment (i.e., it will neither help nor harm their grade).

*Group project and presentation (20%)* – 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 Canvas site under the “assignments” tab.

*Exams (40%)* – 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.

Final grades will be calculated by multiplying the percent of points earned for each category listed above (activities, group project, and exams) by the weight for that category (0.4 or 0.2) and then summing across the categories:

\[
\text{Activities, exercises, quizzes, homework} = \left( \frac{\text{Points Earned}}{\text{Points Possible}} \times 100 \right) \times 0.40
\]

\[
\text{Group Project and Presentation} = \left( \frac{\text{Points Earned}}{\text{Points Possible}} \times 100 \right) \times 0.20
\]

\[
\text{Exams} = \left( \frac{\text{Points Earned}}{\text{Points Possible}} \times 100 \right) \times 0.40
\]

**Hypothetical Example**

\[
\text{Activities, exercises, quizzes, homework} = \left( \frac{132}{175} \right) \times 0.40 = 30.17
\]

\[
\text{Group Project and Presentation} = \left( \frac{95}{100} \right) \times 0.20 = 19.00
\]

\[
\text{Exams} = \left( \frac{278}{300} \right) \times 0.40 = 37.07
\]

\[
\text{Final Grade} = 86.24
\]

Note: The number of points possible shown here is for example purposes only. The actual number may differ and will be determined by assignments assigned throughout the semester.

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<th>Grading Scale</th>
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<th>A</th>
<th>B+</th>
<th>B</th>
<th>C</th>
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**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:
• A written assignment which allows you to explore gender in contemporary society.
• Exam questions

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 the first class meeting 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.

Course Related Communication:
We will be using Canvas in this course. Please check the course Canvas site regularly. You can log into Canvas at https://its.unl.edu/myunl/. I will also be using the e-mail feature in Canvas to contact you, so make sure you have an e-mail address that you check regularly registered with the University and associated with your Canvas account.

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. This will help me prioritize correctly. For this course, you should expect a response within two business days of my receiving your message. If you do not get a response within two business days, please feel free to follow up with me. Be aware that I do not check my e-mail most evenings, weekends, or holidays.

Course Policies:
• **Late Assignments:** A 10% reduction per day (including weekends and holidays) will be assessed on late assignments. Assignments will not be accepted more than four days after the due date. If there
are extenuating circumstances, please contact me. Documentation will be required for exceptions or extensions.

- **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).

- **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.

- **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 may 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.

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

- **Audio or Videotaping Class Sessions**: Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press/Media. No video or audio taping of class sessions is allowed unless you obtain my permission to do so.
• **Disabilities:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

• **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 high standard of responsibility. I will require proper documentation for any due date extensions or exceptions.

• **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. In the event that you think I have made a mistake in grading (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 dialogue 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.

**Resources:**

• **Writing Center:** The Writing Center, located in 102 Andrews Hall and satellite locations from 5-7 pm in Adele Hall, is a free service for all UNL students, faculty, and staff. You can work with an individual writing consultant on any type of writing at any stage in your writing process. For an appointment, call 472-8803 or schedule online.

• **Academic Support Services:** You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops—which provide individual and group study with learning consultants in a
variety of disciplines—and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See success.unl.edu for schedules and more information.

- **Counseling and Psychological Services:** UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological & Services (CAPS); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

- **Sociology Department,** 711 Oldfather Hall, 402-472-3631, http://soc.unl.edu/

**Schedule of Topics and Readings**

Below is a tentative schedule for the semester. I may change 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 consist of chapters from the text and journal articles. Articles that are not easily accessible through the UNL library or online will be posted on the Canvas site and are designated as such below.

**Week 1 (Aug 26-Aug 30): Introduction and Key Ideas**
- Text: Chapter 1 – Introduction
- Text: Chapter 2 – Ideas
- Canvas: Oppression by Marilyn Frye

**Week 2 (Sep 2-Sep 6): The Gendered Person/Gender in Interactions**
*September 2 – Labor Day – No Class*
- Text: Chapter 3 – Bodies
- Text: Chapter 4 – Performances

**Week 3 (Sep 9-Sep 13): Intersectionality Theory/Multiracial Feminism**
- Text: Chapter 5 – Intersections
- Canvas: White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh

**Week 4 (Sep 16-Sep 20): Inequality – Masculinities and Femininities**
- Text: Chapter 6 – Inequality: Men and Masculinities
- Text: Chapter 7 – Inequality: Women and Femininities
- Canvas: Patriarchy, the System: An It, Not a He, a Them, or an Us by Allan G. Johnson

**Week 5 (Sep 23-Sep 27): Finish previous topics, exam review, and exam 1**
Week 6 (Sep 30-Oct 4): Gender as Social Structure
- Text: Chapter 8 – Institutions

Week 7 (Oct 7-Oct 11): Introduction to Work and Family/Sexuality
- Text: Chapter 9 – Change
- Text: Chapter 10 – Sexualities

Week 8 (Oct 14-Oct 18): Gender in Families
- Text: Chapter 11 – Families

Week 9 (Oct 21-Oct 25): Gender in families and the workplace
  October 21 – Fall Break – No Class

Week 10 (Oct 28-Nov 1): Gender in the Workplace
- Text: Chapter 12 – Work

Week 11 (Nov 4-Nov 8): Exam Review, Exam 2, and begin Gender in Sport
Week 12 (Nov 11-Nov 15): Gender in Sport

Week 13 (Nov 18-Nov 22): Gender in Culture and the Media
- Canvas: Gender Stereotyping in the English Language by Laurel Richardson

Week 14 (Nov 25-Nov 29): Gender and Violence (and Thanksgiving Break)

November 27 – Thanksgiving Break – No Class
November 29 – Thanksgiving Break – No Class

Week 15 (Dec 2-Dec 6): Student Presentations

Week 16 (Dec 9-Dec 13): Politics, Wrap Up, and Exam 3 Review
- Text: Chapter 13 – Politics
- Text: Chapter 14 – Onward

Final Exam: 7:30-9:30 Wednesday, December 18