Instructor: Trenton M. Haltom (he, him, his)  
E-Mail: tmhaltom@huskers  
Office: 440 Oldfather Hall (440 OLDH)  
Drop-In Hours: Wednesday & Friday 1:30 p.m. – 2:20 p.m. online-only and by appointment  
Location: Richards Hall (RH–14)  
Time:  
Monday (Crimson Group) 9:30 – 10:20 a.m.,  
Wednesday (Gold Group) 9:30 – 10:20 a.m.,  
Friday (online, asynchronous)

Course Description
In this course, we will use a sociological lens to examine how gender shape(s) us and the world around us. Sometimes, when we hear the word “gender” we associate it with women and femininity—this is NOT a course specifically about women. As we will learn, gender is a spectrum and not specific to any type of body. Indeed, gender identities don’t always fit nicely into boxes especially for people who are intersex, transgender, nonbinary, etc.

In order to examine “Gender in Contemporary Society” we will focus on theoretical and conceptual frameworks by exploring how they are used in research. As a member of this course, you will learn to think critically about how gender is intertwined with sexuality, the body, race/ethnicity, families, work, and politics. Together, we will explore the world around us by critically analyzing these subjects and how they intersect. Using course materials, this class is a space for the application of concepts, terminology, and theory to current and historical events, political debate, pop culture, and online content.

Implementation
To comply with health and safety protocols, this class will be a combination of in-person and remote: half the class meeting on Mondays (Scarlet Group), the other half on Wednesdays (Gold Group), and remotely online on Fridays (asynchronous). It is impossible for all students enrolled in this course to attend class in one sitting; the capacity of our classroom is 25 people.

Achievement-Centered Education (ACE) Student Learning Outcomes
As an ACE class, Gender in Contemporary Society (SOCl/WMNS 200) will facilitate Learning Outcome #9: Exhibit global awareness or knowledge of human diversity through analysis of an issue.

Course Objectives:
After this course, you should be able to…

- demonstrate understanding of fundamental course theories and concepts as they relate to sex and gender;
- explain the individual’s relationship with society and processes of gender inequalities;
- practice analyzing intersections of gender with other social identities such as race, religion, social class, ethnicity, nationality, age, physical ability, and sexual orientation;
- explore how sex and gender has changed over time and efforts to create social change;
- challenge or expand your worldview through self-reflection.

Course Requirements
Required Text
The text listed below may be purchased as an e-book or in print per student preference.
The textbook can be purchased online or at the University Bookstore. Students should attempt to purchase the most recent edition of the textbook. By purchasing an older edition of the textbook, students acknowledge there may be differences in course material that comes from the text (i.e., course assignments and exams) and will be held accountable for the most up-to-date information.

Other required or supplemental readings will be uploaded to Canvas.

**COVID-19 Course Conduct**

The [UNL Face Covering Policy is available here](https://www.unl.edu/). To protect the health and well-being of the University and wider community, UNL has implemented a policy requiring all people, including students, faculty, and staff, to wear a face covering that covers the mouth and nose while on campus. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing face coverings when in the classroom. Failure to comply with this policy is interpreted as a disruption of the classroom and may be a violation of UNL’s Student Code of Conduct.

Individuals who have health or medical reasons for not wearing face coverings should work with the [Office of Services for Students with Disabilities](https://www.unl.edu/ods) (for students) to establish accommodations to address the health concern. Students who prefer not to wear a face covering should work with their advisor to arrange a fully online course schedule that does not require their presence on campus.

Students in the classroom:
1. If a student is not properly wearing a face covering, the instructor will remind the student of the policy and ask them to comply with it.
2. If the student will not comply with the face covering policy, the instructor will ask the student to leave the classroom, and the student may only return when they are properly wearing a face covering.
3. If the student refuses to properly wear a face covering or leave the classroom, the instructor will dismiss the class and will report the student to [Student Conduct & Community Standards](https://www.unl.edu/sd) for misconduct, where the student will be subject to disciplinary action.

Instructors in the classroom:
1. If an instructor is not properly wearing a face covering, students will remind the instructor of the policy and ask them to comply with it.
2. If an instructor will not properly wear a face covering, students may leave the classroom and should report the misconduct to the department chair (Jolene Smyth, [jismyth2@unl.edu](mailto:jismyth2@unl.edu)).
• Masks are required at all times.
  o Forget a mask? There’s a self-service wall dispenser in the hall by the west
doors of the Nebraska Union.
• We will maintain physical distancing at all times (including moving desks to face each
other).

General Course Conduct
• Keep up with the readings each week. You should also consider defining vocabulary
words and answer the discussion questions provided in each module—this will help you
prepare for the exams. Keeping up with the work at the beginning of the class will help
you in avoiding being overwhelmed later on.
• Be honest in your work. Do not cheat. Do not plagiarize. Plagiarism will be taken
seriously and your grade will be seriously affected.
• Respect your classmates’ contributions. This is especially important in this class where
information is about people’s personal experiences. You can disagree with a perspective
that another student or I may present, but you should treat the material, idea, and person
with respect.
• Take responsibility for your own learning. If you have a question about an assignment or
any course material, ask! Students that alert me to any questions or issues tend to
improve their work in the class. Do not be afraid to contact me!

Communication
The best way to contact me is via email or Canvas message. I check my email regularly, but not
obsessively. I will do my best to respond to emails within 24 hours. Feel free to send a reminder
if I have not responded after 48 hours (excluding weekends). You may also use the Canvas
messaging service, but proper e-mail etiquette still applies (see below).

To reach you, I will most often use Canvas to send messages and post announcements. Please
take a few minutes to review your contact information in both Canvas and MyRed. It is your
responsibility to make sure your contact information is current. To ensure your contact
information is up to date on Canvas, go to Account > Settings > Edit Settings.

Additionally, turn on your Canvas notifications to ensure you receive information. You have the
option to receive updates via text and/or via email. To set these settings on Canvas, go to
Account > Notifications.

E-Mail and Message Etiquette
When contacting me via e-mail, proper e-mail use proper e-mail etiquette. Your e-mail should
include a subject line; name and time of the course; proper greeting (e.g., “dear,” “hello,” “hi,”
etc.); correct spelling and grammar; a signature including your name; and the class in which you
are enrolled. When sending an attachment via e-mail, it should be referred to within the body of
the e-mail and not sent independently.

Learning professional email practices will benefit and help you reach broader and course specific
goals particularly as they pertain to the workplace and developing communication skills in other
settings.
Technology
We will be using Canvas for the course; the use of Canvas is a central part of this class. It is your responsibility to familiarize yourself with the functions of Canvas, especially for viewing assignment directions and uploading assignments.

You also have the option of downloading the Canvas app. The app can be downloaded from the iTunes or the Google Play store. Search for “Canvas by Instructure” in your app store. Do not try to do your assignments using this app, however. *Coursework should be conducted using a computer and not mobile devices.*

In class we will be using another interactive platform: Padlet (padlet.com/trenton_haltom/200). Please bookmark this link.

<table>
<thead>
<tr>
<th>Computer Lab Options</th>
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<tbody>
<tr>
<td><strong>Adele Hall Learning Commons (Library)</strong></td>
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<tr>
<td>Huskertech open Mon. – Fri., 8:00 – 7:00</td>
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<tr>
<td>MAC and PC laptops available for check out.</td>
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<tr>
<td><strong>Sociology Computer Lab (OLDF 738)</strong></td>
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<tr>
<td>Monday - Friday from 8:15 to 4:45</td>
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Academic Integrity
Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. *The University's Student Code of Conduct* addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Nondiscrimination Policy
The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

Students with 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.

Audio/Video Recording
I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written
consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

Gender-Neutral Bathrooms
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your pronouns, too. For the closest all-gender bathrooms on campus please visit check out the Trans* Guide produced by the LGBTQA Resource Center.

Family-Friendly Practices and Lactation Rooms
If you are a parent or child’s primary guardian, please talk to me about extenuating circumstances that may require that you on occasion bring a (healthy) child to class with you. Information on lactation spaces on campus is available here.

Writing Center
The Writing Center, located in 102 Andrews Hall and satellite locations from 5:00-7:00 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.

LGBTQA Resource Center
https://lgbtqa.unl.edu/

Women’s Center
https://womens-center.unl.edu/welcome

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. BRRWB can be reached by calling 402-472-8770.
Grading Policy
Grades will be returned promptly and within a reasonable time following the due date unless otherwise communicated. Please keep in mind that grading takes time. Also, you may only receive feedback on your assignments if there are specific points or issues that need addressing.

- The final grade is based on points, not percentages, so rounding issues will not be a concern.
- Do not ask me to “bump” your grade. Every point is laid out for you; it is your responsibility to earn the grade that you want/need.
- Please bring any mistakes to my attention in a timely manner (i.e., grade entered wrong, bad math, etc.). If it is a content-related issue (i.e., question wording or you disagree with my grading, etc.), you may contest it in writing.
  - You must submit a well-written argument for your case that draws on specific course material along with the graded assignment/exam. Written grade appeals will only be accepted for one week after the graded assignment or exam has been returned to the class. Students must submit such appeals individually via e-mail.

Missed and Late Work
- Communicate with me: I can’t help you if I don’t know you need help! If you need an extension on an assignment—ask before the due date! Asking for more time moments before an assignment is due without a reasonable excuse is not appropriate.
- Unless otherwise indicated, all assignments are to be uploaded to Canvas no later than 11:59pm on the day they are due. Assignments uploaded at 12:00am are considered late.
- For every day late, you will receive a 10% penalty up to a week after the due date. After a week, you will receive a maximum of half credit (50% of points) for the assignment or exam.
- Emailed assignments will NOT be accepted. You must upload assignments to Canvas.
- I will not accept assignments/exams that are late or missed without a penalty unless you provide a compelling reason with official documentation.
- It is up to you to make sure the appropriate document is uploaded to Canvas. Uploading a wrong or blank document will result in the loss of points per the late policy.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% – 97%</td>
<td>500 – 482.5</td>
<td>C+</td>
<td>79% – 77%</td>
<td>392.5 – 382.5</td>
</tr>
<tr>
<td>A</td>
<td>96% – 93%</td>
<td>477.5 – 462.5</td>
<td>C</td>
<td>76% – 73%</td>
<td>377.5 – 362.5</td>
</tr>
<tr>
<td>A-</td>
<td>92% – 90%</td>
<td>457.5 – 447.5</td>
<td>C-</td>
<td>72% – 70%</td>
<td>357.5 – 347.5</td>
</tr>
<tr>
<td>B+</td>
<td>89% – 87%</td>
<td>442.5 – 432.5</td>
<td>D</td>
<td>69% – 60%</td>
<td>342.5 – 297.5</td>
</tr>
<tr>
<td>B</td>
<td>86% – 83%</td>
<td>427.5 – 412.5</td>
<td>F</td>
<td>59% or less</td>
<td>292.5 or less</td>
</tr>
<tr>
<td>B-</td>
<td>82% – 80%</td>
<td>407.5 – 397.5</td>
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*Note:* For majors, passing this course requires a C (73%) or higher.

Grade Check Requests
Grade checks/reports for student athletes, scholarships, Greek society membership, etc. should be handled in office hours or by appointment.
Course Requirements & Activities
Below are point breakdowns of course requirements, activities, and their descriptions. More information (i.e., due dates) and in-depth details for the assignments themselves are posted on Canvas in the Course Calendar and within the modules. The Course Calendar with specific dates and the layout for the semester is located under the Syllabus on Canvas.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Syllabus and Course Policies Quiz (1 @ 10 pts.)</td>
<td>10</td>
</tr>
<tr>
<td>Course Activities (2 @ 20 pts. each)</td>
<td>40</td>
</tr>
<tr>
<td>Media Analysis Projects (3 @ 50 pts. each)</td>
<td>150</td>
</tr>
<tr>
<td>Exams (3 @ 100 pts. each)</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
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Syllabus and Course Policies Quiz (1 @ 10 pts.)
In the first week of the course, students are required to take the Syllabus and Course Policies Quiz. The quiz is confirmation that students understand the requirements and expectations of the course. Information about the Syllabus and Course Policies Quiz will be announced in class and further instructions provided on Canvas.

Course Activities (2 @ 25 pts. each)
At two points in the semester, students are required to complete two (2) Course Activities in the form of a meme (“Meme-ing of Gender) or a Tik Tok (Tik Talk about Gender) submission. Students will be assigned a week to complete this assignment. Submissions will be presented in class to aid discussion or review. Information about the Course Activities will be announced in class and further instructions provided on Canvas.

Media Analysis Projects (MAP) (3 @ 50 pts. each)
I have planned four (4) Media Analysis Projects throughout the semester. Students are required to complete three (3) of these. Any Media Analysis Projects completed beyond the required number will be dropped at the end of the semester. Information about the Media Analysis Projects will be announced in class and further instructions provided on Canvas.

Exams (3 @ 100 pts. each)
At three time throughout the semester students will sit for non-cumulative, multiple choice exams. Exams will cover all course material including required readings and in-class discussions or assignments. Exam will be administered online using Canvas and be taken on your own time with open books/notes. Students will have five (5) days to take exams. All exams will be timed for one hour (60 minutes). Late exam times will only be approved in extenuating circumstances. Students may not use class time to take exams.

Extra Credit
There will be a few opportunities for extra credit announced throughout the semester. Extra credit will be applied to exam grades.

Funtivities (Class Participation)
At several points in the semester students will be asked to participate in “Funtivities” to prompt discussion and contribute to class. Funtivities are not required, but highly encouraged and may take the form of in-class activities, take-home assignments, debates, quizzes, etc. Information about the Funtivities will be announced in class and further instructions provided on Canvas.