SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2013  
Discipline: Sociology  
Course Title: Sociology of Gender  
Sociology 2320  
Faculty Name: Dr. Elaine Leeder

Pre-requisites: Introduction to Sociology or lower level social sciences course

COURSE DESCRIPTION
This course examines gender as a social construction and analyzes how gender is socially created and enforced. Gender stereotypes and inequalities are embedded in social relationships, social institutions, social structure and cultural artifacts. This course examines the changes in gender relations and inequalities across the countries to which we will be traveling and also looks at how gender inequalities continue to exist in a globalized world. It also highlights the significant economic and social/health consequences of gender inequalities. The intersection of race, class, ethnicity and sexualities are explored through the lens of gender and globalization.

COURSE OBJECTIVES
- Students will learn the difference between sex and gender
- Students will learn about gender socialization
- Students will learn about the difference between the sex/gender binary and sexuality
- Students will learn about gender stereotypes and gender inequality
- Students will look at the differences in gendered behaviors around the globe
- Students will look at the social institutions that perpetuate gender inequality
- Students will learn about the economic and social/health consequences of gender inequality
- Students will attempt to untangle the inter-sectionality of race, class, ethnicity and sexuality with gender

REQUIRED TEXTBOOKS

AUTHOR: Barbara Ehrenreich and Arlie Russell Hochschild  
TITLE: Global Woman: Nannies, Maids and Sex Workers in the New Economy  
PUBLISHER: Henry Holt and Company  
ISBN #: 0-8050-7509-7  
DATE/EDITION: 2003

AUTHOR: Michael Kimmel and Amy Aronson  
PUBLISHER: Oxford University Press.  
ISBN#: 978-0-19-533716-7
TOPICAL OUTLINE OF COURSE

B1: (De)constructing sex and gender
- Buss, “Psychological Sex Difference Origins Through Sex Selection” in Kimmel and Aronson
- Lorber, “Believing is Seeing: Biology as Ideology” in Kimmel and Aronson
- Sapolsky, “Testosterone Rules” in Kimmel and Aronson

August 29-September 1: St. Petersburg

B2: Socio/cultural construction of gender
- Mead, “Sex and Temperament in Three Primitive Societies” in Kimmel and Aronson
- Herdt, “Coming of Age and Coming Out Ceremonies Across Cultures” in Kimmel and Aronson
- Wood and Fenstermaker, “Doing Difference” in Kimmel and Aronson

B3: Film: Codes of Gender; Preparation for Germany

September 5-8: Hamburg, Germany

B4: Socialization into Sex Roles;
- Hyde, “The Gender Similarities Hypothesis” in Kimmel and Aronson
- Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and Fag Discourse” in Kimmel and Aronson
- Reader: Scraton, Fasting, Pfister and Bunuel, “It’s Still a Man’s Game: The Experiences of Top-Level European Women Footballers” in International Review of the Sociology of Sport, 1999, 34:99

September 12-14: Antwerp

September 15-16: LeHavre
B5: The Social Construction of Gender Relations; Preparation for Belgium, France and Ireland
- Gerson and Peiss, “Boundaries, Negotiation, Consciousness, Re-conceptualizing Gender Relations” in Kimmel and Aronson
- West and Zimmermann, “Doing Gender” in Kimmel and Aronson
- Reader: The Northern Ireland Assembly and Women: Assessing the Gender Deficit

B6: The Social Construction of Gender Relations
- Dozier, “Beards, Breasts and Bodies” in Kimmel and Aronson

FIRST PORT VISIT OBSERVATION DUE

September 20-23: Dublin

B7- September 24: The Gendered Family; Preparation for Lisbon and Cadiz
- Popenoe, “Modern Marriage: Revising the Cultural Script: in Kimmel and Aronson
- Coltrane, “Household Labor and the Routine Production of Gender” in Kimmel and Aronson
- Reader, Conway-Long, “Gender, Power and Social Change in Morocco” in Islamic Masculinities

September 27-28 Lisbon

September 30- October 1 Cadiz

B8: Film: Family in Ghana and Morocco (Arden Films, Wilmington Delaware, 2009)

SECOND PORT VISIT OBSERVATION DUE

B9: The Gendered Classroom; Preparation for Ghana
- Zittleman, “Being a Girl and Being a Boy: The Voices of Middle Schoolers” in Kimmel and Aronson
- Reay, “Spice Girls, Nice Girls, Girlies, and Tomboys: Gender Discourses, Girls’ Cultures and Femininities in the Primary Classroom” in Kimmel and Aronson
- Handout on gender relations in Ghana
B10: The Gendered Workplace
- Acker, “Hierarchies, Jobs, and Bodies: A Theory of Gendered Organizations” in Kimmel and Aronson
- Williams, “The Glass Escalator: Hidden Advantages for Men in the ‘Female’ Professions” in Kimmel and Aronson

IN CLASS MID TERM

B11: The Gendered Media
- Milkie, “Contested Images of Femininity: An Analysis of Cultural Gatekeepers’ Struggles with the ‘Real Girl’ Critique” in Kimmel and Aronson
- Kimmel, “Guilty Pleasures: Pornography and Male Sexuality in Kimmel and Aronson
- Film: The Mickey Mouse Monopoly

October 15-18 Ghana

B12: The Gendered Body
- McKenna and Kessler, “Transgendering: Blurring the Boundaries of Gender” in Kimmel and Aronson
- Borde, “The Body and the Reproduction of Femininity” in Kimmel and Aronson
- Reader: Pelak, “Negotiating Gender/Race/Class Constraints in the New South Africa” in International Review of Sociology of Sport 2005

B13: Gendered Intimacies; Preparation for South Africa
- Cancian, “The Feminization of Love,” in Kimmel and Aronson
- Lamb, “Sexual Tension in Girls’ Friendships” in Kimmel and Aronson

October 26-30 Cape Town South Africa

B14: Gendered Intimacies and Gendered Violence
- Quinn, “Sexual Harassment and Masculinity: The Power and Meaning of ‘Girl Watching’” in Kimmel and Aronson
- Colin, “Wars, Wimps and Women: Talking Gender and Thinking War” in Kimmel and Aronson
B15: Gendered Violence
- Sanday, “Rape Prone Versus Rape-Free Campus Cultures,” in Kimmel and Aronson

B16: Gendered Violence
- Reader, Gender and the Family in Public Policy: A Comparative View of Argentina and Spain
- Film: Beyond Killing Us Softly

B17: Global Gender Issues
Ehrenreich and Hochschild, Global Woman: Nannies, Maids, and Sex Workers in the New Economy, pp 1-84

THIRD PORT VISIT OBSERVATION DUE

B18: Global Gender Issues
Ehrenreich and Hochschild, pp. 85-189

November 12-16 Buenos Aires, Argentina

B19: Global Gender Issues
Ehrenreich and Hochschild, pp. 190-274

November 20-22 Rio de Janiero, Brazil

B20: Creating Global Gender Change; Preparation for Brazil
Kristof and WuDunn, Half the Sky: Turning Oppression into Opportunity for Women Worldwide, pp 1-60

B21: Creating Global Gender Change
Kristof and WuDunn, pp. 61-148

FOURTH PORT VISIT OBSERVATION DUE

B22: Creating Global Gender Change
Kristof and WuDunn, pp. 149-254

December 2-5 Manaus
B23: WHAT HAVE WE LEARNED ABOUT GENDER?: student presentations summarizing their port observations and their field work

B24: Presentations continued

FIELD LAB 3-5 PAGE PAPER DUE

B Day Finals
FIELD WORK

Goal: For students to see gendered behaviors in operation in one specific port of call

Activity and Measurement: The students will meet a specialist in the field as well as observe gendered behavior in operation. Later they will write a 3-5 page paper on the assignment

Percentage of grade: Twenty percent of the grade for this component

FIELD LAB

This field lab will introduce students to the work of Help Argentina, a nonprofit that allows international donors to identify and support high impact nonprofits in Argentina. The mission of Help Argentina is to strengthen nonprofits working to create social change, increase confidence in the nonprofit sector, and promote a culture of giving among Argentines. We will visit two of Help Argentina’s affiliates:

:: Nuestras Huellas

Mission: Promote the development of people in their own communities, encouraging participatory actions, self-management and ethically responsible, through solidarity finance programs. To do this, in the context of the social and solidarity economy, we use the methodology of community banks, which Our Footprints is one of the leaders nationally.

Visión: Being one of the organizations promoting people to link severally in their communities and strengthening their skills, succeed in raising their quality of life and autonomy.

Objectives: Framed in the values of the Social and Solidarity Economy, Our Footprints are proposed:

1. Working in solidarity finance through the development of community banks in vulnerable neighborhoods north and west of Buenos Aires.

Two. Facilitate access to savings, training and credit to the entrepreneurship and housing through self-management group.

Three. Empowering women mainly who value agile and transparent processes, providing a comprehensive service that includes training for entrepreneurs, training and technical assistance in marketing, in a meeting place and belonging.

“Microcredit plays a critical role in empowering women, helps deliver newfound respect, independence, and participation for women in their communities and in their households.”

Why Target Woman?
Seventy percent of the world’s poor are women. Yet traditionally women have been disadvantaged in access to credit and other financial services. Commercial banks often focus on men and formal businesses, neglecting the women who make up a large and growing segment of the informal economy. Microfinance on the other hand often targets women, in some cases exclusively. Female clients represent eighty-five percent of the poorest microfinance clients reached. Therefore, targeting women borrowers makes sense from a public policy standpoint. The business case for focusing on female clients is substantial, as women clients register higher repayment rates. They also contribute larger portions of their income to household consumption than their male counterparts. There is thus a strong business and public policy case for targeting female borrowers.

Website: [http://www.nuestrashuellas.org.ar](http://www.nuestrashuellas.org.ar)

:: Fundación Huésped

We are an Argentinean organization with projects that reach throughout Latin America responding to HIV/AIDS as both an infectious disease and a social challenge. We work to improve information, education and prevention access; expand public support; facilitate research and continuing education of health professionals and increase availability of social and health services, including protection against discrimination.

Fundacion Huésped is chaired by Dr. Pedro Cahn, head of the Infectious Diseases Unit at Hospital Juan A. Fernandez of Buenos Aires. Dr. Cahn served as President of the International AIDS Society (IAS) from 2006-2008 and was the founding President of the Argentina AIDS Society.

Fundacion Huésped’s Executive Director Kurt Frieder formerly served as Secretary of the Argentina AIDS Society and as member of the board of the local Country Coordination Mechanism. He is currently the administrative coordinator of the Latin American chapter of the International Treatment Preparedness Coalition (ITPC-CIAT).

We approach gender issues from the perspective of the right to health:

Our integrated model of Sexual and Reproductive Health, HIV and Sexually Transmitted Infections focuses on vulnerable populations and women. Working closely with local government and civil society networks, we generate extensive health promotion activities. Our goal is to simplify access to information, prevention and care of HIV/AIDS. We offer training, technical assistance, and work actively to influence public policy.

We promote healthy quality of life and positive environments for people living with HIV/AIDS, understanding that health is not only physical, but also psychological and social well-being. We offer direct services, develop research and training and carry out outreach programs on issues related to human rights and mental health.

FIELD ASSIGNMENTS
In the course of the voyage each student will be required to do **FOUR** port observations on the nature of gender in that country. The students will be provided a field observation form outlining the suggested items for observation. The lenses will include male/female relations and socialization, in group and out group interactions among genders (including transgender if possible), gender relations related to race and ethnicity, age based gendered interactions and observations on gendered violence. Each observation will be worth **5 POINTS**, for a total of **20 points**.

METHODS OF EVALUATION / GRADING RUBRIC
Midterm Exam 20%
Final Exam 20%
Port Observations (4) 20%
Field Assignment (8 hours) 20%
Class Participation 20%
100%

RESERVE LIBRARY LIST
AUTHOR: Kamerman, S and P. Moss
TITLE: The Politics of Parental Leave Policies: Children, Parenting and Gender in the Labor Market
PUBLISHER: University of Bristol Press
ISBN #: 
DATE/EDITION: 2009

ELECTRONIC COURSE MATERIALS
- The Northern Ireland Assembly and Women: Assessing the Gender Deficit; PDF online by Margaret Ward, December 2000
- Scraton, Fasting, Pfister and Bunuel,”It’s Still a Man’s Game: The Experiences of Top-Level European Women Footballers” in International Review of the Sociology of Sport, 1999, 34:99


• Dei, G. “Dealing with Difference: Ethnicity and Gender in the Context of Schooling in Ghana” International Journal of Educational Development, 2004

• Pelak, “Negotiating Gender/Race/ Class Constraints in the New South Africa” in International Review of Sociology of Sport 2005


• Leeder, E. “Violence and the Family” from The Family in Global Perspective: A Gendered Journey, Sage, 2004


• “Gender and the Family in Public Policy: A Comparative View of Argentina and Spain” in Naila Kabeer and Agneta Stark, Global Perspectives on Gender Equality: Reversing the Gaze Routledge: 2008

ADDITIONAL RESOURCES

FILMS:
The Mickey Mouse Monopoly
Codes of Gender
The Family in Ghana
Beyond Killing Us Softly

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”