Voyage: Fall 2014  
Discipline: Sociology  
SOC 2320: Gender & Society  
Division: Lower  
Faculty Name: Allison Pugh  
Credit Hours: 3; Contact Hours: 38

**Pre-requisites:**  
One course in the social sciences.

**COURSE DESCRIPTION:**
The sociology of gender can be a very powerful experience, even if studied at a standard college campus somewhere in the United States; one can only imagine how the course material will take flight on the global journey that is Semester at Sea. Wherever the encounter, the material can be both deeply personal and profoundly intellectual, and students can feel at once newly free and yet as if they all of a sudden see the way their choices are actually constrained. The goal is for this course to serve as but the briefest of guides to a wildly prolific sociological field. How to introduce gender as an intellectual paradigm, not to mention a political revolution, or even a personal revelation? How to equip you with tools not just to “add women and stir,” but to take up the challenge of the sociology of gender and grapple with its deconstructive, profoundly egalitarian, critical perspectives?

The course is divided into three parts. First, we orient ourselves by considering how to think and talk about gender, we’ll come up with some class rules in the first meeting, and we’ll consider a particularly influential approach to gender. Second, we’ll delve into gender and the body, as it is disciplined by cultural debates, regulated by states, and conceptualized by science. In the third part, we will consider the daily experience of gender in work, play and care, while in the fourth, we’ll explore the everyday making of sex, gender and sexuality. Finally in the fifth segment, we’ll touch on contemporary experiences of gender inequality. Throughout, we’ll consider influential perspectives about how gender works (such as “doing gender,” and intersectionalities), and we’ll read work that engage with the larger themes of the course while also discussing issues in the local ports. In keeping with the theme of the course and of the sociology of gender generally, we’ll destabilize the white, middle-class, heterosexual, etc. perspective with considerations of race/ethnicity, class, sexuality, postcolonial and other social categories.

Requirements include a semester-long scavenger hunt for the workings of gender made up of three field assignments; a Field Lab and 3-5 page reflection paper about women and work; three quizzes, and a group presentation based on one of three course themes (gender and the body, gender and care, gender and the market) and illustrated with items from your scavenger hunt.

**COURSE OBJECTIVES:**
The course has four broad goals for the new skills and understandings students will have at semester’s end:
• **You will grapple with current sociological thinking about gender.** What is gender and where does it come from? What is the difference between gender, sex and sexuality? Can we “choose” our gender, and if not, why not? How and why is gender linked to inequality? How does gender intersect with other social categories? How is gender enforced and disciplined by others?

• **You will reflect upon your own ideas about gender and broaden your exposure to other systems of gender worldwide.**

• **You will think critically about gender and synthesize concepts,** meaning apply ideas learned in class to new facts.

• **You will help build a learning community.**

The course involves many articles, but one book is required:

AUTHOR: Kulick, Don  
TITLE: Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes.  
PUBLISHER: University of Chicago Press.  
ISBN #: 0226461009  
DATE/EDITION: 1998

**TOPICAL OUTLINE OF COURSE**

Depart Southampton- August 23:

UNIT I: ORIENTING OURSELVES  
No Reading.

A2-August 27: Explaining Gender: “Doing Gender”  

A3-August 29: Women Without Men: Doing Age and Gender in Russia  

St. Petersburg: August 30- September 1

A4- September 3: Doing Gender, Managing Change: The Collision of Gendered Institutions  
Gdansk: September 5-7

Rostok: September 8-9

UNIT II: GENDER AND THE BODY

A5- September 10: Gendered Bodies: Neoliberalism and Gender


A6- September 12: Gender and the Body in State and Legal Contexts

QUIZ #1


Antwerp: September 14-16

Le Havre: September 17-19

A7-September 20: Gender, Science and the Body

Due: Field assignment: scavenger hunt Part I


A8- September 22: Explaining Gender: Intersectionalities

Further reading (optional):

UNIT III: GENDER AS DAILY EXPERIENCE: WORK, PLAY, CARE

A9- September 28: Cultural definitions of gender shape work and family conflict

Further Reading (optional):

A10- September 30: “Solutions” to work and family conflict rely on the invisibility of some women

Lisbon: October 1-2
In transit: October 3
Cadiz: October 4-5

A11- October 7: Explaining Gender: Strategies, Bargains and Varieties of Male Dominance

Casablanca: October 8-11
A12-October 13 - Explaining Gender: Seeing Interactions, Structure and Culture in Kids’ Soccer
QUIZ #2
Further Reading (Optional):

A13- October 15: Men and Masculinities

Dakar: October 16-19

A14- October 21: Gender and Work
Due: Field assignment: scavenger hunt Part II

A15- October 23:

Takoradi: October 25-26
Tema: October 27-28

Field Lab: October 28: Fair Trade Feminism: Women Entrepreneurs in Ghana

UNIT IV: MAKING GENDER, SEX AND SEXUALITY
Field Lab Reflection due
A16- October 29: Explaining Gender: How gender gets inside us
A17- October 31: The power of culture: gender and the media
In-class video: Miss Representation
No Reading

Study Day: November 2

A18-November 3: Sex, Gender and Culture

A19- November 5: Sex, Gender and Culture II

Rio de Janeiro: November 7-9
In-transit: November 10-11
Salvador: November 12-14

A20- November 15: Love
Due: Field assignment: scavenger hunt Part III
Further Reading:

A21- November 17:
QUIZ #3
Further Reading (Optional): Espiritu, Yen Le. 2001. “‘We Don't Sleep around Like White Girls Do’: Family, Culture, and Gender in Filipina American Lives.” Signs 26, no. 2: 415-440.
Study Day: November 19

UNIT V: CONTEMPORARY GENDER INEQUALITIES AND CHANGE
Due: Come to class with your findings in outline form
A22- November 20: Gender and International Capitalism
Reading: Enloe, Cynthia. Bananas, Beaches and Bases. Chapter 2: “On the Beach: Sexism and
Further reading (Optional): Vandegrift, Darcie. 2008. "This isn't Paradise--I Work Here":
Global Restructuring, the Tourism Industry, and Women Workers in Caribbean Costa Rica.” Gender & Society December 1, 2008 22: 778-798

Bridgetown: November 22-24

A23- November 25: The path to change

A24- November 27: Conclusion
Student presentations.
No Reading
Optional Reading:
Williams, Christine. 2006. “Still Missing? Comments on the Twentieth Anniversary of ‘The
Kempadoo, Kamala. 2001. Freelancers, Temporary Wives, and Beach-Boys: Researching Sex
Work in the Caribbean. Feminist Review, No. 67, Sex Work Reassessed (Spring, 2001),
pp. 39-62

Havana: November 29- December 2:

Study Day- December 3

A24-December 4 (A Day Finals): Student presentations.
FIELD WORK
Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Women are 70 percent of the world’s poor, and yet we know that when they get access to economic opportunities, they are more likely to spend their money to promote their family’s welfare, such as on children’s health and education. Yet what is the best way to improve women’s economic position? Fair-trade firms that focus on women argue that consumers have an important role to play by supporting – with their purchases – humane business practices that give women access to fair wages, reasonable working hours, and financial independence. Global Mamas is one such business, a clothing and accessories business that specializes in batik textiles and bead-making in Ghana, sending them for export to 400 stores throughout North America and the world. Started in 2003 by six Ghanaian women partnering with two ex-Peace Corps volunteers who first visited the country at 21 years old, Global Mamas now includes 600 producers in seven different communities. On this visit, we’ll tour a production facility and view a batik demonstration. We’ll meet co-founder Renae Adam, who will tell us why the group focuses on mothers, how they came to start the organization, and what it has accomplished so far. Lunch will be in an Accra restaurant on a stilted wooden platform. We’ll travel to the Accra offices and store, where we can see some of the products they offer, and we’ll meet with the organization’s staff to talk about what Global Mamas means for Ghana and the world.

Academic Objectives:
1. Understand the issues behind woman-targeted economic development, stemming from the contradictions of women’s economic activity, particularly in the global South: crucial for supporting themselves and their families, and yet often constrained to low-wage jobs with limited opportunity for advancement.
2. Visit and observe an organization that organizes, trains and employs women producers, and helps them find export markets for their goods.
3. Consider and evaluate the varied impact of supporting women’s financial independence, in Ghana and elsewhere.

FIELD ASSIGNMENTS
Students will be tasked with completing a scavenger hunt for the artifacts of gender, and will turn in their results on three separate occasions (A6, A14, and A20). Collecting items will involve using your powers of observation as well as talking to people in the various ports (for example, you’ll try to find a non-gendered greeting card for the parents of a new baby, and you’ll try to get someone to sing or recite to you a local nursery rhyme or song). Students’ results will form the basis for their final project, in which they will apply course readings and discussion to what they have discovered about one of three themes: gender and the body, gender and care, or gender and the market. Students will form small groups with others who have chosen the same theme and create 5-7 minute multimedia presentations (using iMovie, powerpoint or other program); we’ll hear those on the last days of class.
METHODS OF EVALUATION / GRADING RUBRIC

Class Participation/Attendance: 20%
Three quizzes: 24%
Fieldlab and reflection: 20%
Scavenger Hunt field assignments: 24%
Group Presentation: 12%

RESERVE LIBRARY LIST

AUTHOR: Don Kulick.
TITLE: Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes.
PUBLISHER: Chicago: University of Chicago Press.
DATE/EDITION: 1998

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].”