Voyage: Spring 2015  
Discipline: Sociology  
SOC 2320/WGS 2559: Gender and Society  
Division: Lower  
Faculty Name: Daphne Spain  
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None

COURSE DESCRIPTION

One’s biological sex is determined at birth, but one’s gender is constructed and modified throughout the life cycle. If biology is destiny, then, gender presents the chance to re-write one’s fate. A sociological approach to gender focuses on the ways in which gender influences, and is influenced by, the social institutions of the family, education, the economy, the media, politics, and religion. These interlocking systems generate inequalities compounded by race, ethnicity, and social class.

Gender identities are displayed within a spatial context. Public declarations of gender identity, such as Gay Pride parades, solidify membership in a subculture that promotes alternatives to straight identities. There is also a relationship between space and gender inequality: women’s status is lower in countries that separate women and men in homes, schools, and workplaces than in societies that integrate those spaces. In fundamentalist Islamic cultures, for example, women are relegated to the home and denied access to the public realm of schools and the workplace.

Students will read sociological theories of gender stratification and cross-cultural research on gender issues in the classroom; in port cities they will critically observe gendered behaviors, deviations from gendered expectations, and the consequences of “proper” and “improper” gendered behaviors for women and men. To the extent possible, students will be asked to analyze media portrayals of gender in the host countries. Cochin, Cape Town, and Casablanca will provide the opportunity to highlight various themes in the course: violence against women in India, apartheid and domestic service in South Africa, and Muslim practices in Morocco.

COURSE OBJECTIVES

By the end of the semester, students should be able to:

1) Recognize how gender shapes daily life in different cultures;
2) Identify how gender differences contribute to inequalities;
3) Analyze the spatial contexts in which gender relations are reinforced or challenged.
REQUIRED TEXTBOOKS

AUTHOR: Michael Kimmel  
TITLE: The Gendered Society  
PUBLISHER: Oxford University Press  
DATE/EDITION:  2013/Fifth Edition

AUTHOR: Carol Gilligan  
TITLE: In a Different Voice  
PUBLISHER: Harvard University Press  
ISBN #: 0-674-44544-9  
DATE: 1982

TOPICAL OUTLINE OF COURSE

B1- January 10: Class Introduction  
Class activity: Review syllabus, journal, and grading policy; Introductions  
Readings: None

B2- January 12: The Concept of Gender  
Class activity: Lecture and discussion  
Reading: Kimmel, Chapter One; “Stuck in the 50s”  
Hilo: January 14

B3- January 15: Social Construction of Gender  
Class Activity: Lecture and discussion  
Reading: Kimmel, Chapter 5; Connell, Gender Research  
Assignment 1: Reconstruct a “gender play” scenario from your experience in elementary, middle, or high school. In a 500-word essay, explain how gender expectations affected the interactions and outcome. Due January 21.

B4- January 17: Biological Explanations of Gender  
Class Activity: Lecture and discussion  
Reading: Kimmel, Chapter 2

B5- January 21: Cultural Differences in Gender Construction  
Class activity: Lecture and discussion
Reading: Kimmel, Chapter 3
Ortner, 1972, “Is Female to Male as Nature is to Culture?”
Assignment 1 due (10% of grade)

B6- January 23: Developmental Perspectives
Class Activity: Lecture and discussion
Reading: Kimmel, Chapter 4; Gilligan, Introduction – Chapter 3

B7- January 25: Gender and Politics in Japan and the U.S.
Class activity: Lecture and discussion;
Reading: Kimmel, Chapter 10; Gelb, Chapter 1: “Comparing women’s movements in Japan and the United States: Trends and transformations”

Yokohama: January 26-27
In-Transit: January 28
Kobe: January 29-31

B8- February 2: The Gendered Family in China and the U.S.
Class activity: Film: “Family values: Chinese families in transition”
Reading: Kimmel, Chapter 6

Shanghai: February 3-4
In-Transit: February 5-6
Hong Kong: 7-8

B9- February 10: Gender, Household, and State in Viet Nam
Class activity: Discussion; preparation for field lab
Quiz (10% of grade).

Ho Chi Minh: February 11-16
FIELD LAB FEB 11: MEKONG QUILTS

B10- February 18: Field Observations from all ports
Class activity: presentations
Readings: None
Singapore: February 19-20

**B11-February 23: Gender and Religion: Burmese monks and nuns**
Class activity: Lecture and discussion; **Quiz (10% of grade)**

Rangoon: February 24-March 1

**B12-March 3: Gendered Classrooms and Workplaces**
Class activity: Lecture and discussion
Reading: Kimmel, Chapters 7 & 9

**B13- March 5: Violence against Women**
Class activity: Lecture and discussion
Reading: Kimmel, Chapter 14; Sharma, 2005, “Social etiology of violence against women in India”

Cochin: March 6-11

**B14-March 13: Discussion of Field Lab Projects**
Class activity: Discussion
Reading: None
**FIELD LAB PROJECT DUE (20% of grade)**

**B15-March 16: Gender and Mobility**
Class activity: lecture and discussion
Reading: Domosh & Seager, Chapter 4

Port Louis: March 18

**B16- March 19: In a Different Voice**
Class activity: Lecture and discussion
Reading: Gilligan, Chapters 4-6

**B17-March 22: The Ethic of Care and Public Space**
Class activity: Discussion
Reading: Day: Day, 2000, “The ethic of care and women’s experiences of public space.”

**B18- March 24: Gendered Apartheid in South Africa**
Class activity: Lecture and discussion
Reading: Ginsburg, Introduction

Cape Town: March 25-30
**B19-April 1: Field Observations**
Class activity: presentation of field observations  
Reading: None

Walvis Bay: April 2-6

**B20-April 8: Gender and the Media**
Class activity: Film: “Killing us softly 4”  
Reading: Kimmel, Chapter 11

**JOURNAL DUE (20% of grade)**

**B21- April 10: Gender and Space**
Class activity: lecture and discussion  
Reading: Spain, Chapter 1

**B22-April 13: Manhood Factories**
Class activity: lecture and discussion  
Reading: Lupkin, Introduction

**B23-April 15: Arranged Marriages in Morocco; Subversive Women**
Class activity: lecture and discussion  

**B24-April 18: Review and summary of course**

Casablanca: April 19-23

April 26: B Day Finals (10% of grade)

April 29: Arrive in Southampton
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 your field lab.

FIELD LAB (20% of final grade)

We will be visiting Mekong Quilts in Ho Chi Minh City. The following description is taken from their website:  [http://www.mekong-quilts.org/about-us](http://www.mekong-quilts.org/about-us).

Mekong Quilts was founded in 2001 as an income generation project under the umbrella of parent NGO, Mekong Plus. Mekong Quilts employs women in communities northeast of Ho Chi Minh City, and Long My in the Mekong Delta. Quilting is perfect as an employment activity, as it requires a small investment to begin with and is labor intensive. Thanh Truong, a Vietnamese dentist in HCMC, began the program with just 35 women. The first quilts were sold in the homes of friends. There are now seven shops and over 340 women in full time employment. The quilters receive training, a fair wage and other benefits while working in a safe and comfortable environment. Many of the women who work for the project have doubled their income, which ensures that their children can remain in school.

This lab will illustrate how women balance paid work and family responsibilities while contributing to the economy. It also demonstrates the agency of women and the power of their collective action to improve their status.

During the day, students will be required to:

- Ask at least one question of our guides; if there is no time to ask your question, submit it with your final report.
- Observe physical details about the spaces in which the women work and their wares are sold, with an eye toward whether they reflect gender stereotypes.
- Keep detailed notes that will help you complete the assignment.

Assignment, **DUE MARCH 13**

Write a 5-6 page paper that summarizes the status of women in Viet Nam (based on the Phuong and Werner readings), and analyzes how Mekong Creations reinforces or challenges traditional gender relations.
OTHER FIELD ASSIGNMENTS

Students are expected to answer the questions below for at least 3 port cities. Please write your observations, as legibly as possible, in a journal, which you will turn in on APRIL 8. This journal counts for 20% of the final grade.

Questions:

1. Are women and men equally visible in public (on streets, sidewalks, plazas)?
2. Is men’s and women’s work equally visible in public spaces?
3. Who is more likely to be in public alone, women or men?
4. Do women and men use the same mode of transportation (car, motorbike, bicycle, walking)?

Rather than giving a one-sentence answer to each question, speculate about the reasons for the patterns you observe, relating them to course materials. Include sketches as appropriate. Take photos only if you can avoid invading anyone’s privacy and can comply with the Semester at Sea policy on taking photographs.

METHODS OF EVALUATION / GRADING RUBRIC

A word about punctuality and participation:

Students are expected to arrive on time for class, and I will pick up the attendance sign-in sheet 5 minutes after class begins. Class participation in the form of asking or answering at least one question (based on readings) per class session will be figured into your final grade. If we run out of time for everyone to contribute, you may hand in your question at the end of the class.

Assignments are due in class. Late assignments will be penalized one-half letter grade per day.

The final grade will be calculated using the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment due 1/16</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td>Field lab due 3/13</td>
<td>20</td>
</tr>
<tr>
<td>Journal due 4/8</td>
<td>20</td>
</tr>
<tr>
<td>Final exam</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
RESERVE LIBRARY LIST

AUTHOR: Michael Kimmel
TITLE: The Gendered Society
PUBLISHER: Oxford University Press
DATE/EDITION: 2013/Fifth Edition

AUTHOR: Carol Gilligan
TITLE: In a Different Voice
PUBLISHER: Harvard University Press
ISBN #: 0-674-44544-9
DATE: 1982

AUTHOR: United Nations
TITLE: The World’s Women 2010: Trends and Statistics
PUBLISHER: United Nations
DATE: 2010

ELECTRONIC COURSE MATERIALS

AUTHOR: Bedmar, Vicente
TITLE: “The evolution and current state of arranged marriages in Casablanca (Morocco): Social and educational aspects”
JOURNAL: Humanía del Sur
VOLUME:
DATE: 2010
PAGES: 131-52

AUTHOR: Carbonnel, Laure
TITLE: On the ambivalence of female monasticism in Theravada Buddhism: A contribution to the study of the monastic system in Myanmar”
JOURNAL: Asian Ethnology
VOLUME: 68
DATE: 2009
PAGES: 265-282

AUTHOR: Connell, Raewyn
ARTICLE/CHAPTER TITLE: Chapter 2, Gender research: Five examples
JOURNAL/BOOK TITLE: Gender: Short Introductions, Second Ed
DATE: 2009
AUTHOR: Day, Kristen
ARTICLE/CHAPTER TITLE: The ethic of care and women’s experiences of public space
JOURNAL/BOOK TITLE: Journal of Environmental Psychology
VOLUME: 20
DATE: 2000
PAGES: 103-124

AUTHOR: Domosh, Mona & Joni Seager
ARTICLE/CHAPTER TITLE: Chapter 4: On the Move
JOURNAL/BOOK TITLE: Putting Women in Place
DATE: 2001
PAGES: 110-139

AUTHOR: Gelb, Joyce
ARTICLE/CHAPTER TITLE: Comparing women’s movements in Japan and the U.S.
JOURNAL/BOOK TITLE: Gender Policies in Japan and the U.S.
DATE: 2003
PAGES: 1-40

AUTHOR: Ginsburg, Rebecca
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: At Home with Apartheid
DATE: 2011
PAGES: 1-27

AUTHOR: Lupkin, Paula
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: Manhood Factories: YMCA Architecture and the Making of Modern Urban Culture
DATE: 2010
PAGES: xv-xxiv

AUTHOR: Ortner, Sherry
ARTICLE/CHAPTER TITLE: Is female to male as nature is to culture?
JOURNAL/BOOK TITLE: Woman, Culture, and Society, ed. Rosaldo & Lamphere
DATE: 1974
PAGES: 67-87

AUTHOR: Phuong, Tran Phi
ARTICLE/CHAPTER TITLE: Work and family roles of women in Ho Chi Minh City
JOURNAL/BOOK TITLE: International Education Journal
VOLUME: 8
DATE: 2007
PAGES: 284-292

AUTHOR: Rogers, Benedict
TITLE: The Saffron Revolution: The role of religion in Burma’s movement for peace and democracy
JOURNAL: Totalitarian Movements and Political Religions
VOLUME: 9
DATE: 2008
PAGES: 115-118

AUTHOR: Salime, Zakia
ARTICLE: “The war on terrorism: appropriation and subversion by Moroccan women,”
JOURNAL: Signs: Journal of Women in Society and Culture
VOLUME: 33
DATE: 2007
PAGES: 1-24

AUTHOR: Sharma, BR
ARTICLE: Social etiology of violence against women in India
JOURNAL: Social Science Journal
VOLUME: 42
DATE: 2005
PAGES: 375-389

AUTHOR: Spain, Daphne
ARTICLE/CHAPTER TITLE: Chapter 1: Space and Status
JOURNAL/BOOK TITLE: Gendered Spaces
DATE: 1992
PAGES: 1-29

AUTHOR: Werner, Jayne
CHAPTER TITLE: Gender, household, and state: Renovation as social process in Viet Nam
BOOK: Gender, Household, State: Doi Moi in Viet Nam
DATE: 2002
PAGES: 29-47

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].”