

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016
Discipline: Sociology
SOC 2320-101: Gender and Society
Division: Lower
Faculty Name: Romel W. Mackelprang
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None

COURSE DESCRIPTION

This course examines the roles that gender and sex in societies. The course will critically analyze gender roles and structures historically and contemporarily, and in multiple societal and cultural contexts. We will explore the intersections of sex and sexualities, race and ethnicity, social class, spirituality, and disability in global contexts through gendered lenses. We will examine the ways in which societal gendered constructions are used to promote power and privilege and to promulgate gender inequalities in economics, health care, education, sexuality, and personal expression. We will analyze US and western gender constructions from which we will then explore gender in societies and contexts globally.

Students will be introduced to the Social Ecological perspective and analyze course material the perspectives domains: a) the biosocial domain, connecting biological attributes to social and societal contexts; b) the psychosocial domain, connecting social contexts to identity as well as physical and mental health; and c) the social-structural domain that examines how social policies, institutions, and structures reflect societal values and determine societal practices.

This course will provide students the opportunity to engage in critical thinking; to analyze and challenge their personal beliefs as well as those of their instructor and colleagues.

COURSE OBJECTIVES

The structure for meeting course objectives will be to learn about and analyze course content in the US/ western context that students are familiar with; then learn about and apply them global contexts; emphasizing the countries and cultures that students are exposed to throughout the semester.

- Compare and analyze sex and gender
- Assess the personal meanings and impact of sex and gender as well as other diverse identities

- Review sex, gender, sexual orientation, and gender identity as binary concepts and re-evaluate them from continuum perspectives
- Analyze how gender socialization, stereotypes, and gender inequality reflect societal values and impact people's lives
- Assess the impacts of gender inequality in societal institutions, including government, health care, education, and business and work contexts
- Evaluate intersections of gender, sex, race and ethnicity, social class, disability and other diversities

REQUIRED TEXTBOOKS

AUTHOR: Kimmel, M. & Aronson, A.

TITLE: The Gendered Society Reader.

PUBLISHER: Oxford University Press.

ISBN #: 978-0199927494

DATE/EDITION: 2013/5th Edition

OTHER READINGS: Other required supplemental articles/ readings are on reserve or available on the intranet, and contain materials specific to the countries and cultures to which students will be exposed during the quarter.

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

A1- January 7: Class Introduction

Class activity: Review syllabus, grading policy; Introductions

Readings: None

A2-January 9: Biological Explanations of Gender

Class Activity: Lecture and discussion

Text Readings:

Robert M. Sapolsky: Testosterone Rules

Stevi Jackson and Amanda Rees. The Appalling Appeal of Nature: The Popular Influence of Evolutionary Psychology as a Problem for Sociology

A3- January 11: Social and Cultural Gender Constructions

Class Activity: Lecture and discussion

Text Readings:

Judith Lorber. Men as Women and Women as Men: Disrupting Gender

Gilbert Herdt. Coming of Age and Coming Out Ceremonies Across Cultures.

Serena Nanda. Cultural Patterns and Sex/Gender Diversity.

Additional Reading:

Kristen Marquise Garwood. Gender, Social, Hierarchy, and the Kapu System in Pre-European contact Hawaii House Sites

Assignment #1:

Brief Paper

Hilo: January 12

A4-January 14: The Impact of Sex Roles on Individuals and in Society

Class Activity: Lecture and discussion

Text Readings:

Janet Shibley Hyde. The Gender Similarities Hypothesis

C. J. Pascoe. "Dude You're a Fag": Adolescent Masculinity and the Fag Discourse

A5-January 17: The Impact of Sex Roles on Individuals and in Society

Class Activity: Lecture and discussion

Text Readings:

Michael A. Messner. Barbie Girls Versus Sea Monsters: Children Constructing Gender

Deborah L. Tolman. It's Bad for Us Too: How the Sexualization of Girls Impacts the Sexuality of Boys, Men, and Women

Study Day: January 19

A6- January 20: Social Relations and Gender

Class Activity: Lecture and discussion

Candace West and Don H. Zimmerman. Doing Gender

Candace West and Sarah Fenstermaker. Doing Difference

A7-January 22: Gender, Social Relations, and Politics: Japan and Western Societies

Class Activity: Lecture and discussion

Text Readings:

Cynthia Fuchs Epstein. Great Divides: The Cultural, Cognitive, and Social Bases of the Global Subordination of Women

Cecilia L. Ridgeway. Framed Before We Know It: How Gender Shapes Social Relations

Additional Readings:

Additional Readings:

Laura Dales. Single women and their households in contemporary Japan

Larua Dales. Suitably Single? Representations of singlehood in contemporary Japan

Yokohama: January 24-26

In-Transit: January 27

Kobe: January 28-29

A8- January 30: The Gendered Family in China and the U.S.

Class Activity: Lecture and discussion

Additional Reading:

David Jordan: The Traditional Chinese Family and Lineage

Shanghai: February 1-2

In-Transit: February 3-4

Hong Kong: 5-6

A9- February 7: Gender, Household, and Society in Viet Nam

Class Activity: Lecture and discussion

Additional Reading:

John Knodel, Vu Manh Loi, Rukmalie Jayakody, and Vu Tuan Huy. Gender Roles in the Family: Change and Stability in Vietnam.

Ho Chi Minh: February 9-14

A10- February 15: Gender Roles in Singapore

Class Activity: Lecture and discussion

Additional Reading:

Vivienne Wee & Sarah Hill. Gender dimension to inequality in Singapore

Shirley Hsiao-Li Sun. Re-Producing Citizens. Gender, Employment, and Work-Family Balance Policies in Singapore

Singapore Association of Women for Action and Research. History and Achievements & Time for Anti-discrimination Law

Singapore: February 17

A11-February 18: Gender and Religion

Class Activity: Lecture and discussion

Text Readings:

Jen'Nan Ghazal Read and John P. Bartkowski. To Veil or Not to Veil: A Case Study of Identity Negotiation among Muslim Women in Austin, Texas,

Laura M. Carpenter. Like a Virgin . . . Again?: Secondary Virginitly as an Ongoing Gendered Social Construction

Additional Readings:

Daisaku Ikeda. Gender Equality in Buddhism

International Federation for Human Rights. Burma's "Saffron Revolution" is not over: Time for the international community to act

Roger Bischoff. Buddhism in Myanmar: A Short History

Rangoon: February 20-25

A12-February 26: Gender, Politics, and Religion

Class Activity: Lecture and Discussion

Text Readings

J. Edward Sumerau. "That's What a Man Is Supposed to Do": Compensatory Manhood Acts in an LGBT Christian Church

Shahra Razavi and Anne Jenichen. The Unhappy Marriage of Religion and Politics: Problems and Pitfalls for Gender Equality

Additional Reading

UN Secretary General. Report of the Secretary-General on Women and Peace and Security

A13- February 28: The Gendered Body

Class Activity: Lecture and Discussion

Text Readings

Susan Bordo. The Body and the Reproduction of Femininity

Raine Dozier. Beards, Breasts and Bodies: Doing Sex in a Gendered World

Kaitlyn Regehr. The Rise of Recreational Burlesque: Bumping and Grinding Towards Empowerment

Cochin: March 1-6

Study Day: March 9

A14-March 7: Gendered Classrooms

Class Activity: Lecture and Discussion

Text Readings

Diane Reay. "Spice Girls," "Nice Girls," "Girlies," and "Tomboys": Gender Discourses, Girls' Cultures, and Femininities in the Primary Classroom

Wayne Martino. Policing Masculinities: Investigating the Role of Homophobia and Heteronormativity in the Lives of Adolescent School Boys

Steven Roberts. "I Just Got On With It": The Educational Experiences of Ordinary, Yet Overlooked, Boys,

A15-March 10: Gendered Workplaces

Class Activity: Lecture and Discussion

Paula England. The Gender Revolution: Uneven and Stalled

Christine L. Williams. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions

Adia Harvey Wingfield. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work

Kristen Schilt and Matthew Wiswall. Before and After: Gender Transitions, Human Capital, and Workplace Experiences

Kim Elsesser and Letitia Anne Peplau. The Glass Partition: Obstacles to Cross-Sex Friendships at Work

A16- March 13: Families and Gender

Class Activity: Lecture and Discussion

Text Readings

Andrew J. Cherlin. American Marriage in the Early Twenty-First Century

Caryn E. Medved and William K. Rawlins. At-Home Fathers and Breadwinning Mothers: Variations in Constructing Work and Family Lives,

A17-March 15: Families and Gender

Class Activity: Lecture and Discussion

Text Reading

Dana Berkowitz. Can a Gay Man Be a Housewife?: Gay Fathers Doing Gender, Family, and Parenting,

Additional Reading

Gopi Shankar. Genderqueer: The minority among minorities.

A18- March 17: Gender and Gender Roles in South Africa

Class Activity: Lecture and Discussion

Additional Readings

Government of South Africa. Green Paper on Families: Promoting Family Life and Strengthening Families in South Africa

Commission on Gender Equality (South Africa). EXPECTATIONS UNFULFILLED? Assessing the effectiveness of the National Council on Gender-Based Violence.

Morag Naledi McKenzie. Gender and Gender Roles in South Africa

Cape Town: March 19-24

A19-March 25: The Gender of Violence

Class Activity: Lecture and Discussion

Text Readings

Angela Stroud. Good Guys With Guns: Hegemonic Masculinity and Concealed Handguns

Carleen M. Thompson, Susan M. Dennison, and Anna Stewart. Are Female Stalkers More Violent Than Male Stalkers?

Carleen M. Thompson, Susan M. Dennison, and Anna Stewart. Understanding Gender Differences in Stalking Violence Using Contemporary Sociocultural Beliefs

A20-March 27: Gender, Families, and Domestic Violence

Class Activity: Lecture and Discussion

Text Readings

Peggy Reeves Sanday. Working a Yes Out

Betsi Little and Cheryl Terrance. Perceptions of Domestic Violence in Lesbian Relationships: Stereotypes and Gender Role Expectations

A21- March 29: Gender and Gender Roles in West Africa

Class Activity: Lecture and Discussion

Additional Readings

Sylvia Chant and Gareth Jones. Youth, Gender and Livelihoods in West Africa: Perspectives from Ghana and The Gambia

Gabriel Constanza. The State of Gender Relations in Africa. An assessment of the multi-faceted issue of gender in Africa

Tema: March 31-April 1

Takoradi: April 2-4

A22-April 5: Gender and Media

Class Activity: Lecture and Discussion

Miranda A. H. Horvath, Peter Hegarty, Suzannah Tyler, and Sophie Mansfield. "Lights on at the End of the Party": Are Lads' Mags Mainstreaming Dangerous Sexism?,

Shira Chess. Cerebrum: Productivity, Gender, and Video Game Advertising

Miles White. Real Niggas: Black Men, Hard Men, and the Rise of Gangsta Culture

A23: April 7: Gender and Intimacy

Class Activity: Lecture and Discussion

Beth A. Quinn. Sexual Harassment and Masculinity: The Power and Meaning of "Girl Watching"

Aaronette M. White. "You've Got a Friend": African American Men's Cross-Sex Feminist Friendships and Their Influence on Perceptions of Masculinity and Women

A24: April 9:

Class Activity: Lecture and Discussion

Final Project Poster Session Day #

Study Day: April 11

A25: April 12

Final Project Poster Session Day #2

April 15: Arrive in Southampton

FIELD WORK

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

Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

The field lab for this course takes place on: Date TBA

Field Work Proposal #1:

Women's Rights and Advocacy in Singapore:

The Singapore Association of Women for Action and Research (AWAR) provides advocacy, training, support and research related to gender equality, women's rights, and social policy. Singapore is a densely populated, multicultural city-state that is a major Asian and world financial hub. It is known for its order and security; however, its record for freedom of speech and dissent has been questioned by human rights organizations. For this field unit, students will visit the AWAR offices and talk with Singaporeans involved in human and gender advocacy and opportunity. Members of AWAR will teach students about contemporary issues and their work to address those issues. In addition, students will have the opportunity to engage in discussions with AWAR members and compare issues in Singapore with the US.

Educational Objectives:

1. Students will learn about the history of gender related issues in Singapore and Malaysia.
2. Students will learn about gender related issues facing contemporary Singaporeans.
3. Students will compare and contrast gender constructs and family structures in Singapore, the US, and other Semester at Sea countries.
4. Students will use this field lab as a vehicle to understanding how to incorporate cognitive learning and how emotional experiences impact learning and understanding.

Assignment: Students will write a 3-5 page research paper that connects insights from the field trip to class learning. They will address contemporary gender and family related issues in Singapore and analyze them in the context of their own experiences. They will also address how cultural and political influences influence the lives of people along dimensions of gender and sex, gender roles, and sexual orientation and gender identity. Papers will incorporate at least four references from the literature to support their conclusions.

Field Work Proposal #2:

Ghana was the first country in West Africa to claim independence from Colonial rule. It has been one of the most stable and progressive countries in West Africa over the last 40 years, however, Ghanaians still experience high levels of poverty, limited educational opportunities for its youth, and dependence on "charity" from the US and Europe to build and maintain infrastructure. Women and children are especially susceptible to poverty and exploitation. For this field unit, students will visit Engage Now Africa, a non-governmental organization located in Osu (Accra), Ghana with a primary goal of economically empowering Ghanaian families. They will visit with staff of Engage Now who will teach them about microcredit loan programs and curricula to promote success of micro-loans. They will also visit Bags By Bernice a business started with a micro-loan that now employs several Ghanaian women, providing their families with livable wages.

Educational Objectives:

1. Students will learn about the history of micro credit loans in developing countries.
2. Students will compare and contrast "charity" vs. "investment" in promoting individual empowerment.
3. Students will analyze gender differences in the success of micro-loans and the reasons for

these differences.

4. Students will observe the impact of economic empowerment on Ghanaians involved in investing in their country and country's citizens.

Assignment: Students will write a 3-5 page research paper that connects insights from the field trip to class learning. They will address the history of economic aid to developing countries and analyze how micro credit loans are contributing to economic self-sufficiency of recipients and their families. They will also address the contributions of gender and family roles in microcredit loans. Papers will incorporate at least three references from the literature to supplement their field and class learning.

METHODS OF EVALUATION / GRADING RUBRIC

1. Participation and attendance: Attendance and participation are mandatory for this course. Participation includes active listening, contributions to class discussions, and responding to the instructor's requests for contributions to class discussions. Attendance and participation are worth 5% of the total grade, however, more than three absences will result in a drop of one full grade (barring significant extenuating circumstances).
2. Brief Paper: Students will write a 1-2 page paper outlining their hopes for this class and of the semester relative to issues related to gender and society. This assignment is not graded, however, is mandatory and non-submission will result in a ½ grade deduction for the course. The paper will also be used as a catalyst for class discussion and will be revisited throughout the semester to assess progress toward goals and how initial goals evolve.
3. Paper #1: Students will complete a 3 page paper (approximately) discussing their families of origin, how the concept of family was defined in their families of origin. They will then discuss their definitions and beliefs about what defines families and how their views are shaped by experience that might include social class, education, ethnicity, culture, and emerging laws and policies. Due January 17, this paper will comprise 10% of the final grade.*
4. Quizzes: Weekly quizzes, generally consisting of 10 multiple choice questions will be taken using the onboard intranet. Quizzes will primarily cover class readings, supplemented by class discussions and lectures. Combined quizzes will comprise 20% of the course grade.
5. Integration Papers: Students will write five, 1-2 page integration papers applying course content from the classroom to in-port experiences. These papers will, a) address the chosen class content, b) apply in-port experiences to class content and literature, and c) discuss personal insights and contrasts between the two learning experiences. Students will cite at least two references from the literature as points of comparison. 20% of final grade.*
6. Field trip assignment, integrative paper. (See field trip for full articulation of the assignment.) 20% of total grade.*
7. Students will engage in, and report on a topic related to gender and society of their choice. They will report on their research by preparing and presenting a professional poster and/ or power point format on the last two class periods. The format for presentations will mirror "poster sessions" at professional conferences in which students will present their work to individuals or small groups from the class. Other voyage participants will also be invited to

see students' works. In addition, students will write a 3-5 page (approximately) paper that complements the poster presentation using minimum of 5 references. Presentations topics will be cleared with the instructor in advance and include topic areas such as:

- a. A comparison of gender roles in the US and South Africa
- b. Women's rights in emerging global contexts
- c. Domestic violence and the role of gender in Vietnam and India
- d. Microcredit loans and gender.
- e. The evolution (or non-evolution) of power and privilege in families and cultures
- f. Gender identity, sexual orientation and orientation identity in multicultural contexts
- g. Cultural influences on the importance of love and romance as motivators to create families
- h. Gender and opportunity in education
- i. The role of gender in employment
- j. Cultural influences on sex and erotica

Each presentation will incorporate international or global content using learning from the Semester at Sea experience. 25% of total grade.*

*Note: Written assignments and presentations will be graded using rubrics developed for specific assignments using the following general format

Sample Rubric for Grading Student Papers and Assignments

Criteria	Scoring range 1= poor to 10 =superior	Instructor feedback
Depth and breadth of coverage of topic assigned is		
Content is accurate and well supported		
Articulates insights and learning		
Writing conventions (e.g. construction, spelling, grammar)		

RESERVE BOOKS AND FILMS FOR THE LIBRARY

Reserve textbooks will be provided at a date prior to Semester start.

ELECTRONIC COURSE MATERIALS

Instructor will provide films, videos, or other resources prior to the Semester.

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]."