

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

**Voyage:** Spring 2019  
**Discipline:** Psychology  
**Course Number and Title:** PSY 437 Psychology of Gender  
**Division:** Upper  
**Faculty Name:** Carolyn Zerbe Enns  
**Semester Credit Hours:** 3

**Prerequisites:** One (1) general psychology course

**Meeting:** B days, 1400-1520 in Berlin Restaurant

### COURSE DESCRIPTION

This course focuses on the psychology of gender in cultural context and will rely on cultural, biopsychosocial, and ecological perspectives for understanding gender. We will explore topics related to achievement, interpersonal relationships, family life, health, adjustment, victimization, and resilience. The course will feature content related to gender-related life choices and tasks, gender similarities and differences, sexuality, life-span development and challenges, and mental and physical health. We will examine theories and research about gender as they interact with other social identities related to culture, race/ethnicity, nationality, sexual orientation and fluidity, socioeconomic class, and historical time periods. Our attention will also focus on intersectionality, the ways in which complex interactions of social identities are associated with gender-related behavioral variations, social privilege, disadvantage, marginalization, and empowerment. Emphasis will be placed on thinking critically about North American models of gender and exploring frameworks for promoting respectful social justice perspectives and transnational solidarity.

### LEARNING OBJECTIVES

**This course is designed to:**

- Foster knowledge and critical thinking about theories, issues, and research about the psychology of women and men across cultures. Gain knowledge regarding the ways in which gender and gender-related experiences manifest themselves in global, transnational, and North American contexts.
- Promote an understanding of gender concepts as they are relevant to scholarly explorations or gender as well as gender enactments in everyday life. The course is designed to expand students' conceptual frameworks as well as to promote skills for evaluating the popular and scientific literature about gender.

- Expose participants to scholarly perspectives offered by multiple academic disciplines (e.g., anthropology, economics, psychology, sociology, philosophy, politics, religion). The variety of perspectives offered by multiple disciplines is designed to enrich understanding and highlight the contributions of diverse theoretical and methodological traditions.
- Advance an intersectional perspective and analysis which addresses the complex interrelationships among social identities and realities associated with gender, nationality, culture, ethnicity, lifespan challenges and roles, social class, education and work, religion and philosophical belief systems, sexual orientation, and oppressive forces (e.g. sexism, colonialism, racism, ethnic conflict).

## REQUIRED TEXTBOOK

AUTHOR: Nicole M. Else-Quest & Janet Shibley Hyde  
 TITLE: The Psychology of Women and Gender  
 PUBLISHER: Sage  
 ISBN #: 978-1-5064-8282-1  
 DATE/EDITION: 2018, 9<sup>th</sup> edition

### Supplemental Resources (available in electronic course folders):

The following publications and global indexes allow for cross-national comparisons:

- Human Development Index/Report (HDI/R, United Nations Development Program)
- Gender Development Index (GDI, United Nations Development Program)
- Gender Inequality Index (GII)
- Gender Empowerment Measure (GEM)
- Global Gender Gap Index (World Economic Forum)
- Social Institutions and Gender Index (SIGI)

United Nations: The World's Women 2015: Trends and Statistics

World Health Organization Multi-Country Study on Women's Health and Domestic Violence Against Women

World Health Organization. Integrating Equity, Gender, Human Rights, and Social Determinants in to the work of WHO: Roadmap 2014-2019.

UNFPA (United National Population Fund). (2016). Ten: How our Future Depends on a Girl at this Decisive Age.

UNODC (United Nations Office on Drugs and Crime) (2016). Global Report on Trafficking in Persons.

Trafficking of Women and Girls. (2014). American Psychological Association Task Force

Sexualization of Girls (2010). American Psychological Association Task Force

## TOPICAL OUTLINE OF COURSE

A keyword for Semester at Sea is flexibility. Therefore, the class schedule below may be adjusted as the voyage progresses.

**Readings:** Readings include both required texts and articles designed to enhance cross-cultural understanding. Some articles will be required and others will offer enrichment.

### Depart Ensenada, Mexico — January 5

#### **B1—January 8: Introduction to cultural and transnational perspectives on gender**

**Reading:** Text (Else-Quest & Hyde), Chapter 1

Hofstede, Geert. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). (emphasize pp. 9-16)

Mohanty, C. T. (2003). Brief excerpt on antiglobalization pedagogies. From *Feminism without borders: Decolonizing theory, practicing solidarity*. Durham, NC: Duke University Press.

#### **B2—January 10: Gender bias & sexism; transnational feminisms**

**Reading:** Text, Chapter 1

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56, 109-118.

Enns, C. Z. (2004). *Feminist Theories and Feminist psychotherapies* (2<sup>nd</sup> ed.). Haworth Press. Chapter 6 excerpt: Global and Transnational Feminisms

*Enrichment:* Glick, P. et al. (2004), Bad but bold: Ambivalent attitudes toward men predict gender inequality in 16 nations. *Journal of Personality and Social Psychology*, 86, 713-728.

*Enrichment:* Else-Quest, N. M., & Grabe, S. (2012). The political is personal: Measurement and application of nation-level indicators of gender equity in psychological research. *Psychology of Women Quarterly*, 36, 131-144.

#### **B3—January 13: Becoming gendered: Theoretical perspectives**

**Reading:** Text, Chapter 2 & 16a (pp. 367-376)

O'Neil, J. M. (1981). Patterns of gender role conflict and strain: Sexism and fear of femininity in men's lives. *The Personnel and Guidance Journal*, 60, 203-210.

Brief excerpt from Enns, C.Z. (2012). Gender: Women—theories and research. In N. Fouad, J. A. Carter, & L. M. Subich (Eds.), *Handbook of counseling psychology*. Washington, DC: American Psychological Association.

*Enrichment:* Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, 54, 408-423.

*Enrichment:* Bem, S. L. (1983). Gender schema theory and its implications for child development: Raising gender-aschematic children in a gender-schematic society. *Signs: Journal of Women in Culture and Society*, 8, 598-616.

*Enrichment:* Levant, R. F. (1996). The new psychology of men. *Professional Psychology: Research and Practice*, 27, 259-265.

## Honolulu, Hawaii – January 12

### B4—January 15: Gender stereotypes and differences

**Reading:** Text, Chapter 3, Chapter 16 (pp. 367-376)

Yoder, J. D., & Kahn, A. S. (2003). Making gender comparisons more meaningful: A call for more attention to social context. *Psychology of Women Quarterly, 27*, 281-290.

## January 16—International Date Line crossing (Lost Day)

### B5—January 18: 4 Intersection of Gender & Ethnicity, Psychology of Men & Masculinity

**Reading:** Text, Chapter 4 and Chapter 16

## Study Day (No Class) – January 19

### B6—January 21: Gender, communication, and language

High and low-context communication

Masculine and feminine language in Japan

Amae: Indigenous emotion of Japan

**Reading:** Text, Chapter 5 & 6

Farrer, J., Tsuchiya, H., & Bagrowica, B. (2008). Emotional expression in *tsukiau* dating relationships in Japan. *Journal of Social and Personal Relationships, 25*, 169-188.

Brief excerpt from Kyoto Mori's (1997) memoir *Polite Lies*. Language.

Brief reading on High and low context communication

Brief reading on amae (from *The Japanese mind*)

### B7—January 23: Gender Issues in Japan

**Reading:**

Chapter 9: Gender and work

Nemoto, K. (2013). Long working hours and the corporate gender divide in Japan. *Gender, Work, and Organization, 20*, 512-527.

Yoshida, A. (2011). No chance for romance: Corporate culture, gendered work, and increased singlehood in Japan. *Contemporary Japan, 23*, 213-234.

Enns, C. Z. (2004). *Feminist Theories and Feminist psychotherapies* (2<sup>nd</sup> ed.). Haworth Press. Chapter 6 excerpt: Feminism and gender issues in Japan.

Country Profiles & Gender Status Reports: Japan (e.g., United Nations, World Economic Forum)

## Kobe, Japan – January 24-28

### B8—January 30: Gender, Lifespan Development, and Confucianism

Gender Issues in China (including Hong Kong)

Adolescence and Gender Objectification

**Reading:** Begin reading Chapter 7: Lifespan Development

Sun, C. T.-L. (2013). *Themes in Chinese psychology* (2<sup>nd</sup> ed.). Cengage Learning. (Chapter 8, Gender roles and gender egalitarianism in China.)

Eklund, L., & Purewal, N. (2017). The bio-politics of population control and sex-selective abortion in China and India. *Feminism and Psychology*, 27, 34-55. (part 1, pp. 34-44).  
Is Confucian feminism so easy? (short blog)  
Batista, The Confucianism-feminism conflict. (short blog)  
McLaren, H. (2016). Domestic violence in Chinese families: Cold violence by men towards women. *Journal of International Women's Studies*, 17(4), 1-15.  
Country Profiles & Gender Status Reports: China (United Nations, World Economic Forum)  
*Enrichment*: Sechiyama, K. (2013). *Patriarchy in East Asia*. Brill. Chapter 8 excerpt:  
Patriarchy in China

**Shanghai, China – January 31 - February 1**

**In-Transit – February 2-3**

**Hong Kong, SAR – February 4-5**

**B9—February 7:**

**Gender Issues in South Asia and Vietnam**

**Reading:** Text, Chapters 8 and 9

Luong, H. V. (2016). Gender relations in Vietnam: Ideologies, kinship, practices, and political economy. In A. Kato, H. Luong (Eds.), *Weaving women's spheres in Vietnam* (pp. 25-56).

Linh, N. K., & Harris, J. D. (2009). Extramarital relationships, masculinity, and gender relations in Vietnam. *Southeast Review of Asian Studies*, 31, 127-142.

Country Profiles & Gender Status Reports: Vietnam (United Nations, World Economic Forum)

**Ho Chi Minh City, Vietnam – February 8-13**

**B10—February 15: Achievement & Motivation, Gender, and Education**

**Reading:** Text, Chapter 7 (childhood and adolescence), Chapter 8, Chapter 16 (pp. 376-379)

United Nations Population Fund (2016). *Ten: How our Future Depends on a Girl at This Decisive Age*. UNFPA, State of the World Population.

**Study Day (No Class) – February 16**

**B11—February 18: Gender and Interpersonal Violence**

**Gender Issues in Myanmar/Burma**

**Reading:** Text, Chapter 14

Koss, M. P., Heise, L., & Russo, N. F. (1994). The global burden of rape. *Psychology of Women Quarterly*, 18, 509-537.

Lee, J. (2011). Chapter 8, Violence Against Women Worldwide. In J. Lee & S. M. Shaw, *Women worldwide: Transnational feminist perspectives on women*. McGraw-Hill.

Kalra, G., & Bhugra, D. (2013). Sexual violence against women: Understanding cross-cultural intersections. *Indian Journal of Psychiatry*, 55, 244-249.

Miedema, S. S., Shwe, S., & Kyaw, A. T. (2016). Social inequalities, empowerment, and women's transitions into abusive marriages: A case study from Myanmar. *Gender and Society*, 30, 670-694.

Norsworthy, K. L., & Khuankaew, O. (2013). Feminist border crossings: Our transnational partnership in peace and justice work. In J. Kottler, M. Englar-Carlson, & J. Carlson

(Eds.), *Helping beyond the fifty minute hour: therapists involved in meaningful social action* (pp. 222-233). New York: Routledge.

UN Women. (2018). Photo essay: "I want to live in peace."

Country Profiles & Gender Status Reports: Myanmar (United Nations, World Economic Forum)

### Yangon, Myanmar – February 19-23

#### **B12—February 25: Gender and Interpersonal Violence, Gender and Sexual Orientation**

**Reading:** Text, Chapter 13 and Chapter 14

Bhat, M., & Ullman, S. E. (2014). Examining marital violence in India: Review and recommendations for future research and practice. *Trauma, Violence, and Abuse, 15*, 57-74.

Banerjee, P. R. (2014). Dowry in 21<sup>st</sup> century India: The sociocultural face of exploitation. *Trauma, Violence, and Abuse, 15*, 34-40.

Bhattacharya, P. (2017, Winter). Fighting marital rape in India. *Horizons, 21*-23.

Eklund, L., & Purewal, N. (2017). The bio-politics of population control and sex-selective abortion in China and India. *Feminism and Psychology, 27*, 34-55. (Part 2, pp. 44-55)

WHO publications: Femicide, Sexual Violence, Intimate Partner Violence, Human Trafficking

Shankar, G. (2015, March/April). The many genders of old India. *The Gay and Lesbian Review, 22*, 22-24.

*Enrichment:* Marmion, S. L. (2006). Global violence against women. In S. L. Marmion & P. K. Lundberg-Love (Eds.), "Intimate" violence against women: When spouses, partners, or lovers attack (pp. 145-154).

*Enrichment:* Kumar-Simon, R. (2014). Sexual violence in India: The discourses of rape and the discourses of justice. *Indian Journal of Gender Studies, 21*, 451-460.

*Enrichment:* Unnithan-Kumar, M. (2010). Female selective abortion – beyond 'culture': family making and gender inequality in a globalizing India. *Culture, Health, and Sexuality, 12*, 153-166.

#### **B13— February 26: Gender Issues in India, Media and its impact**

**Reading:** Text, Chapter 7, 16 (pp. 376-end of chapter)

Das, A., & Singh, S. K. (2014). Changing men: Challenging stereotypes. Reflections on working with men on gender issues in India. *IDS Bulletin, 45*, 69-79.

Fredrickson, B., & Roberts, T. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. *Psychology of Women Quarterly, 21*, 173-206.

Choma, B. L., & Prusaczyk, E. (2018). The effects of system justifying beliefs on skin-tone surveillance, skin-color dissatisfaction, and skin-bleaching behavior. *Psychology of Women Quarterly, 42*, 162-177.

American Psychological Association. (2007). *Report of the APA task force on the sexualization of girls.*

Country Profiles & Gender Status Reports: India (United Nations, World Economic Forum)

### Cochin, India – February 28 – March 5

#### Community Programming (No Class) – March 7

**B14—March 8: Gender and Religion: Patterns of Equality and Inequality**

**Reading:** Burn, S. M. (2008). Women and religion. Chapter 8 of *Women Across Cultures*. McGraw-Hill.

Sharma, I., Pandit, B., Pathak, A., & Sharma, R. (2013). Hinduism, marriage and mental illness. *Indian Journal of Psychiatry*, 55, S243-S249.

Chaudhry, A. S. (2013). *Domestic violence and the Islamic tradition* (Introduction). Oxford.

**B15—March 10: Transnational Feminism and Activism**

**Reading:** Norsworthy, K. L. (2017). Mindful activism: Embracing the complexities of international border crossings. *American Psychologist*, 72, 1035-1043.

Moghadam, V. M. (2011). Transnational feminisms. In J. Lee & S. M. Shaw, *Women worldwide: Transnational feminist perspectives on women* (pp. 15-46). McGraw-Hill.

Fox, D. J. (2009). The anthropological collaborator: Feminist scholarship and activism in Africa. In M. Ndulo & M. Grieco (Eds.), *Power, gender and social change in Africa*. Cambridge Scholars Publishing (ebook).

**Port Louis, Mauritius – March 11****B16—March 13: Gendered Violence****Gender, Biology, Sexuality, and Health: An Introduction**

**Reading:** Text: Chapters 10 and 11

Isaacs, D. H. (2016). Social representations of intimate partner violence in the South African media. *South African Journal of Psychology*, 46, 491-503.

Deane, T. (2018). Sexual violence and the limits of laws' powers to alter behaviour: The case of South Africa. *Journal of International Women's Studies*, 19, 84-103.

Strebel, A., Shefer, T., Potgieter, C., Wagner, C., & Shabalala, N. (2013). 'She's a slut...and it's wrong': Your constructions of taxi queens in the Western Cape. *South African Journal of Psychology*, 43, 71-80.

**B17—March 15: Gender, Sexuality, and Reproductive health (e.g., teen pregnancy)**

**Reading:** Text, Chapter 7 (adolescence), 11, 16 (pp. 384-385)

Chiweshe, M., Mavuso, J., & Macleod, C. (2017). Reproductive justice in context: South African and Zimbabwean women's narratives of their abortion decision. *Feminism and Psychology*, 27, 203-224.

Burgess, R., & Campbell, C. (2014). Contextualising women's mental distress and coping strategies in the time of AIDS: A rural South African case study. *Transcultural Psychiatry*, 51, 875-903 (Emphasize content beginning on pp. 882).

**B18—March 17: Gender and HIV/AIDS****Gender Issues in South Africa**

**Reading:** Text, Chapter 11

Zissette, S. et al. (2016). "If you don't take a stand for your life, who will help you?": Men's engagement in HIV care in KwaZulu-Natal, South Africa. *Psychology of Men and Masculinity*, 17, 265-273.

Howard-Payne, L., & Bowman, B. (2017). "I am a man": Meanings of masculinity in perceptions of voluntary medical adult male circumcision for HIV prevention in South Africa. *Psychology of Men and Masculinity*, 18, 70-77.

Mampade, J. (2016). Factors influencing the vulnerability of women to the risk of HIV-infection in rural villages in North West Province, South Africa. *Gender and Behavior*, 7336-7344. Country Profiles & Gender Status Reports: South Africa (UN, World Economic Forum)

### **Cape Town, South Africa – March 18-23**

#### **B19—March 25: Gender: Intimate Relationships and Young Adulthood**

**Reading:** Text, Chapter 7 (Lifespan development, sections on intimate relationships)

Callaghan, J. E. M., Gambo, Y., & Fellin, L. C. (2015). Hearing the silences: Adult Nigerian women's accounts of 'early marriages.' *Feminism and Psychology*, 25, 506-527.

#### **B20—March 27: Gender, Health, and Human Rights**

**Reading:** WHO publication: Female genital mutilation

Khazan, O. (2015). Why some women choose to get circumcised. *Atlantic Monthly Magazine*.

Khosla, R., Banergee, J., Chou, D., Say, L., & Fried, S. (2017). Gender equality and human rights approaches to female genital mutilation: a review of international rights norms and standards. *Reproductive Health*.

Antonazzo, M. (2003). Problems with criminalizing female genital cutting. *Peace Review*, 15, 471-477.

Clay, R. A. (2017, May). Helping victims of female genital cutting. *Monitor on Psychology*.

Hodžić, S. (2016). The ends of cutting in Ghana: Blood loss, scarcity, and slow harm after NGOs. *American Ethnologist*, 43, 636-649.

*Enrichment:* Wade, L. (2011). Learning from "female genital mutilation": Lessons from 30 years of academic discourse. *Ethnicities*, 12, 26-49.

#### **B21—March 29: Gender and Reproductive Health**

##### **Gender Issues in Ghana**

**Reading:** Text, Chapter 11 (health)

Akotia, C. S., & Anum, A. (2015). Gender, culture, and inequality in Ghana: An examination of sociocultural determinants of gender disparity. In S. Safdar & N. Kosakowska-Berezecka (Eds.), *Psychology of gender through the lens of culture* (pp. 375-394). Springer.

Ward, M., & Edelstein, M. (2014). *A world full of women*. Pearson. Chapter 9, Who owns her body?: Challenges to cultural relativism.

Country Profiles & Gender Status Reports: Ghana (United Nations, World Economic Forum)

### **Takoradi, Ghana – March 30 - April 1**

#### **Tema, Ghana – April 2-3**

#### **B22—April 5: Gender and Mental Health**

**Reading:** Text, Chapter 15

Ofori-atta, A. et al. (2010). Common understandings of women's mental illness in Ghana: Results from a qualitative study. *International Review of Psychiatry*, 22, 589-598.

#### **B23—April 7: Gender and Mental Health**

**Reading:** Text, Chapter 15

Segalo, P. (2015). Trauma and gender. *Social and Personality Psychology Compass*, 9(9), 447-454.



## Study Day (No Class) – April 8

### B24— April 10: Islam and Gender, Islamic Feminism

Badran, M. (2009). Islamic feminism: What's in a name? Chapter from *Feminism in Islam*. Oxford: One World.

Mir-Hosseini, Z. (2011). Beyond 'Islam' vs. 'feminism.' *Institute of Development Studies Bulletin*, 42.

Ennaji, M. (2016). Women, gender, and politics in Morocco. *Social Sciences*, 5.

Sabbe, A. et al., (2013). Determinants of child and forced marriage in Morocco: Stakeholder perspectives on health, policies, and human rights. *International Health and Human Rights*, 13.

Country Profiles & Gender Status Reports: Morocco (United Nations, World Economic Forum)

## Casablanca, Morocco – April 11-15

## Study Day (No Class) – April 16

### B25—April 18: Final Exam

## Arrive Amsterdam, The Netherlands – April 21

## FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### Field Class:

The field class for this course is on **Thursday, 28 February in Cochin, India.**

**Field Class 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 class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### **Bollywood and Perceptions of Gender Standards, Roles, Relationships, and Interactions**

In this field class, students will attend a Bollywood movie, as well as meet, interact with, and interview students and professors from a local university. First, SAS and local students will meet and get acquainted. In the afternoon, the two groups will attend a Bollywood movie together. During the film, class members will look for examples of course concepts (e.g., gender roles and expectations, gender stereotypes, body objectification, family expectations, intimate relationships, patriarchal values, gender egalitarianism). Following the movie, class members and local university students will meet with local university professors to discuss

the movie and learn about local customs and expectations related to sexuality, standards of beauty, methods for enhancing beauty, attraction, friendship, gender roles, dating, courtship, marriage, and family life. Finally, SAS students will go to dinner with local students. At dinner, you will meet with local students one-on-one and in small groups in order to conduct interviews. You will ask questions on topics related to standards of beauty, attraction, friendship, gender roles, dating, courtship, and marriage. Interview questions will be prepared in advance. You should draw comparisons between practices in India, the United States, and other countries on the itinerary.

### **Learning Objectives**

1. Observe examples of standards of beauty, sexuality, gender roles, dating, courtship, and marriage practices in India portrayed in a Bollywood film.
2. Learn about standards of beauty, sexuality, gender roles, dating, courtship, and marriage practices in India through interviews and interactions with local university students and professors.
3. Through interaction with other students and faculty members, learn about potential media effects on idealized views of beauty, body consciousness, and body objectification.
4. Discuss and compare goals for social change regarding gender roles and intimate relationships within India as well as North America.
5. Compare and contrast standards of beauty, sexuality, gender roles, dating, courtship, and marriage practices between India, the United States, and other countries on the itinerary.
6. Develop tools for practicing cultural sensitivity and cultural humility when considering gender across cultural contexts.
7. Apply course concepts to what was observed in the film, learned from student interviews, and learned from professor presentations.

### **Field Class Assignments/Evaluation**

Class members will be evaluated based on their participation in all aspects of the field experience. The grade will be based on developing interview questions and questions to guide paper writing, engaging in small group presentations related to the experience, making thoughtful and informed observations about gender in cross-cultural context, and completing a reflective paper. The reflective paper should include the integration of your observations and academic readings that focus on gender in cultural context. This field experience counts for 20% of the overall course grade.

The paper should be approximately 6-8 pages in length. It should describe your observations and integrate the experiences you have in this field class with at least two other countries you have encountered during this voyage as well as your personal experiences prior to this voyage. (For example, you may use observations from your independent field work observations to inform this paper.) As part of the paper, please speak about what you have learned about making cultural comparisons in respectful and cultural sensitive ways. In order to link personal and academic perspectives, refer to and cite academic work that is related to this field class topic. The paper is due two weeks after the conclusion of the field class.

## OTHER CLASS ASSIGNMENTS & FIELD EXPERIENCES

### Independent Field Assignments: Observations of “Doing Gender”

The concept of “doing gender” is based on the assumption that gender involves performing or enacting behaviors in everyday interactions rather than existing as qualities based on innate individual traits. In a series of field notes or journal entries you will focus on how gender is enacted in the various countries and contexts we will experience. In each country we visit, what have you learned about doing gender? More specifically, what “rules” of doing gender are present in the countries we encounter? How is gender displayed in conversational styles, advertisements and media, stores, appearance practices, nonverbal behaviors, childhood and adult activities, education, work-related roles, friendships and personal relationships, religious contexts, and public and private settings? Over the course of the voyage, you will be expected to submit 7 entries. For at least 2 of the 8 entries, you will also be asked to engage in and write about a “mapping” activity, which involves a close reading and observation of behavior in a specific setting. A final entry will focus on what variations and similarities you observed. A more detailed description of this assignment will be distributed in class.

### Social Identity Analysis Paper

Psychologists who work from a multicultural or transnational perspective believe that understanding one’s personal “positionalities” is an important exercise for interacting effectively across cultures. For this paper, class member will discuss the multiple identities and experiences that have contributed to their social identities. You should pay particular attention to social identities related relevant to gender in interaction with factors such as culture, ethnicity, family patterns and values, religious factors, educational influences, sociocultural and economic factors, language, sexual orientation, and nationality. Class members will provide examples that illustrate their complex social identities and will discuss potential implications of their identities for their thinking about gender issues in cross-cultural and transnational contexts. A separate handout will identify a recommended format and additional questions to consider. As an alternative to a personal narrative, it is also possible to write a paper that focuses on the social identities of another person.

## METHODS OF EVALUATION

Quizzes and tests:	45-50%
Social identity paper	5-8%
Class participation (including occasional group presentations)	8-10%
Field journal:	15-20%
Field class and related assignments:	20%

To earn credit for the field class assignment, students must participate in the class field experience and complete related discussion and paper assignments.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative

commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS FOR THE LIBRARY**

AUTHOR: Wade, Lisa, & Ferree, Myra Marx  
TITLE: Gender: Ideas Interactions Institutions  
PUBLISHER: Norton  
ISBN #: ISBN-978-0-393-93107-5  
DATE/EDITION: 6<sup>th</sup>, 2015 (HQ1075 .W33 2015)

AUTHOR: Kimmel, Michael S.  
TITLE: The Gendered Society  
PUBLISHER: Oxford  
DATE/EDITION: 2017 (HQ1075 .K547 2017)

AUTHOR: Kimmel, Michael S., & Aronson, Amy  
TITLE: The Gendered Society Reader  
PUBLISHER: Oxford  
DATE/EDITION: 6<sup>th</sup>, 2017 (HQ1075 .G4672 2017)

## **FILM REQUESTS**

Title of Film: Tokyo Sonata  
Distributor: E1, Fortissimo Films, Entertainment Farm, Regent Releasing (Japanese film, English subtitles)

Title of Film: Walk to Beautiful (NOVA)  
Distributor: PBS/Fistula Foundation/WGBH Boston

Title of Film: Yesterday  
Distributor: HBO Video  
Title of Film: China from the Inside  
Distributor: PBS

Title of Film: New Year Baby  
Broken English Productions

Title of Film: Our Little Sister  
Distributor: Toho Co., SONY pictures (Japanese film)

Title of Film: Heaven and Earth  
Distributor: Warner Brothers

Title of Film: Monsoon Wedding  
Distributor: Universal Pictures

Title of Film: Beyond Rangoon  
Distributor: Columbia

Title of Film: Water  
Distributor: Searchlight

Title of Film: Joy Luck Club  
Distributor: Buena Vista Pictures

Title of Film: Earth  
Distributor: Zeitgeist Films

I am a Girl: Girls Around the World  
Women Make Movies

Half the Sky: Turning Oppression into Opportunity for Women Worldwide  
Independent Lens (PBS)  
Halftheskymovement.org

### **TED talks (ted.com)**

Chimamanda Ngozi Adichie: The Danger of a Single Story

Chimamanda Ngozi Adichie: We Should All Be Feminists

Kimberlé Crenshaw: The Urgency of Intersectionality

Samina Ali: What Does the Quran Really Say About a Woman's Hijab?

Yassmin Abdel-Magied: What Does My Headscarf Mean to You?

Memory Banda: A Warrior's Cry Against Child Marriage

Jasvinder Sanghera: Fighting Forced Marriage and Honour Based Abuse

Alaa Murabit: What My Religion Really Says About Women

Eman Mohammed: The Courage to Tell a Hidden Story

Elizabeth Nyamayaro: An Invitation for Men Who Want a Better World for Women

Meera Vijayann: Find Your Voice Against Gender Violence

Lee Mokobe: A Powerful Poem About What it Means to be Transgender

Tan Le: My Immigrant Story

## **ELECTRONIC COURSE MATERIALS**

AUTHOR: Akotia, C. S., & Anum, A. Editors: S. Safdar & N. Kosakowska-Berezecka  
ARTICLE/CHAPTER TITLE: Gender, culture, and inequality in Ghana: An examination of sociocultural determinants of gender disparity  
BOOK TITLE: *Psychology of gender through the lens of culture* (Springer)  
DATE: 2015  
PAGES: 375-394

AUTHOR: American Psychological Association Task Force  
TITLE: Sexualization of Girls  
DATE: 2010, Public Education Document Available for Download

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AUTHOR: Antonazzo, M.  
ARTICLE TITLE: Problems with criminalizing female genital cutting.  
JOURNAL TITLE: *Peace Review*  
VOLUME: 15  
DATE: 2003  
PAGES: 471-477

AUTHOR: Badran, M  
CHAPTER TITLE: Islamic feminism: What's in a name?  
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DATE: 2009

AUTHOR: Banerjee, P. R.  
ARTICLE/CHAPTER TITLE: Dowry in 21<sup>st</sup> century India: The sociocultural face of exploitation.  
JOURNAL/BOOK TITLE: *Trauma, Violence, and Abuse*  
VOLUME: 15  
DATE: 2014  
PAGES: 34-40

AUTHOR: Bedman, V. L.  
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VOLUME: 5  
DATE: 2010  
PAGES: 131-152

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ARTICLE/CHAPTER TITLE: Gender schema theory and its implications for child development: Raising gender-aschematic children in a gender-schematic society.  
JOURNAL/BOOK TITLE: *Signs: Journal of Women in Culture and Society*  
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PAGES: 598-616

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DATE: 2017, Winter  
PAGES: 21-23

AUTHOR: Burgess, R., & Campbell, C.  
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JOURNAL TITLE: *Transcultural Psychiatry*  
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CHAPTER TITLE: Women and religion  
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AUTHOR: Callaghan, J. E. M., Gambo, Y., & Fellin, L. C.  
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AUTHOR: Choma, B. L., & Prusaczyk, E.  
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PAGES: 162-177

AUTHOR: Clay, R. A.  
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VOLUME: 48 (#5)  
DATE: 2017, May  
PAGE: 22

AUTHOR: Das, A., & Singh, S. K.  
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VOLUME: 45  
DATE: 2014  
PAGES: 69-79

AUTHOR: Deane, T.  
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VOLUME: 19  
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PAGES: 84-103

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ARTICLE TITLE: The bio-politics of population control and sex-selective abortion in China and India

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VOLUME: 36  
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JOURNAL TITLE: *Social Sciences*  
VOLUME: 5  
DATE: 2016  
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AUTHOR: Enns, C. Z.  
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BOOK TITLE: *Power, gender and social change in Africa* (Cambridge Scholars Publishing)  
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AUTHOR: Fredrickson, B., & Roberts, T.  
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PAGES: 109-118.

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PAGES: 636-649

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VOLUME: 2 (issue 1)  
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AUTHOR: Howard-Payne, L., & Bowman, B.  
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AUTHOR: Khazan, O.

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DATE: 2015, April 8

PAGES: online version

AUTHOR: Khosla, R., Banerjee, J., Chou, D., Say, L., & Fried, S.

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AUTHOR: Lee, J., Editors: J. Lee & S. M. Shaw

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AUTHOR: Levant, R. F.

ARTICLE/CHAPTER TITLE: The new psychology of men

JOURNAL/BOOK TITLE: *Professional Psychology: Research and Practice*

VOLUME: 27

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PAGES: 259-265  
AUTHOR: Linh, N. K., & Harris, J. D.  
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VOLUME: 31  
DATE: 2009  
PAGES: 127-142

AUTHOR: Luong, H. V., Editors: A. Kato & H. Luong  
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BOOK TITLE: *Weaving women's spheres in Vietnam*  
DATE: 2016  
PAGES: pp. 25-56 (ebook)

AUTHOR: Mampade, J.  
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VOLUME: 14  
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PAGES: 7336-7344

AUTHOR: Marmion, S. L, Editors: S. L. Marmion & P. K. Lundberg-Love  
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BOOK TITLE: "Intimate" violence against women: When spouses, partners, or lovers attack  
DATE: 2006  
PAGES: 145-154

AUTHOR: McLaren, H.  
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VOLUME: 17 (4)  
DATE: 2016  
PAGES: 1-15

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VOLUME: 30  
DATE: 2016  
PAGES: 670-694

AUTHOR: Mir-Hosseini, Z  
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VOLUME: 42  
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AUTHOR: Moghadam, V.M. Editors: J. Lee & S.M. Shaw  
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PAGES: 15-46

AUTHOR: Nemoto, K.  
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VOLUME: 20  
DATE: 2013  
PAGES: 512-527

AUTHOR: Norsworthy, K. L.  
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JOURNAL TITLE: *American Psychologist*  
VOLUME: 72  
DATE: 2017  
PAGES: 1035-1043

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BOOK TITLE: *Helping beyond the fifty minute hour: therapists involved in meaningful social action* (Routledge)  
DATE: 2013  
PAGES: 222-233

AUTHOR: OECD Development Centre, [www.genderindex.org](http://www.genderindex.org)  
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DATE: most recent  
PAGES: electronic document

AUTHOR: Ofori-atta, A. et al.  
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VOLUME: 22  
DATE: 2010  
PAGES: 589-598

AUTHOR: O'Neil, J. M.  
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JOURNAL TITLE: *The Personnel and Guidance Journal*  
VOLUME: 60  
DATE: 1981  
PAGES: 203-210

AUTHOR: Sabbe, A. et al.  
ARTICLE TITLE: Determinants of child and forced marriage in Morocco: Stakeholder perspectives on health, policies, and human rights  
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VOLUME: 13  
DATE: 2013  
PAGES: online journal

AUTHOR: Sechiyama, K.  
ARTICLE/CHAPTER TITLE: Chapter 8, Patriarchy in China  
JOURNAL/BOOK TITLE: *Patriarchy in East Asia*  
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PAGES: electronic book (published by Brill)

AUTHOR: Segalo, P.  
ARTICLE/CHAPTER TITLE: Trauma and gender.  
JOURNAL/BOOK TITLE: Trauma and gender.  
VOLUME: 9 (9)  
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PAGES: 447-454

AUTHOR: Sharma, I., Pandit, B., Pathak, A., & Sharma, R.  
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AUTHOR: Strebel, A., Shefer, T., Potgieter, C., Wagner, C., & Shabalala, N.  
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VOLUME: 43  
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PAGES: 71-80

AUTHOR: Sun, C. T. L.

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BOOK TITLE: *Themes in Chinese psychology* (2<sup>nd</sup> ed.) Published by Cengage Learning

VOLUME: 2<sup>nd</sup> ed.

DATE: 2013

PAGES: pp. 135-153

AUTHOR: United Nations

JOURNAL/BOOK TITLE: The World's Women 2015: Trends and Statistics

DATE: 2015

PAGES: All online publication available for download

AUTHOR: United Nations

TITLES: Human Development Index (HDI) & Gender Development Index (GDI)

Online publication available for download

AUTHOR: United Nations Office on Drugs and Crime, 2016

TITLE: Global Report on Trafficking in Persons

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AUTHOR: United Nations Population Fund

TITLE: Ten: How our Future Depends on a Girl at This Decisive Age.

DATE: 2016

PAGES: on-line resource available for download

AUTHOR: Unnithan-Kumar, M.

ARTICLE/CHAPTER TITLE: Female selective abortion – beyond 'culture': family making and gender inequality in a globalizing India

JOURNAL/BOOK TITLE: *Culture, Health, and Sexuality*

VOLUME: 12

DATE: 2010

PAGES: 153-166

AUTHOR: Ward, M., & Edelstein, M.

CHAPTER TITLE: Chapter 9, Who owns her body?: Challenges to cultural relativism.

BOOK TITLE: *A world full of women* (Pearson)

VOLUME:

DATE: 2014

PAGES: 191-212

AUTHOR: World Economic Forum

TITLE: Global Gender Gap Report, 2017

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AUTHOR: World Health Organization

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AUTHOR: World Health Organization

TITLE: Multi-Country Study on Women's Health and Domestic Violence Against Women

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AUTHOR: Yoder, J. D., & Kahn, A. S.

ARTICLE/CHAPTER TITLE: Making gender comparisons more meaningful: A call for more attention to social context

JOURNAL/BOOK TITLE: *Psychology of Women Quarterly*

VOLUME: 27

DATE: 2003

PAGES: 281-290

AUTHOR: Yoshida, A.

ARTICLE/CHAPTER TITLE: No chance for romance: Corporate culture, gendered work, and increased singlehood in Japan

JOURNAL/BOOK TITLE: *Contemporary Japan*

VOLUME: 23

DATE: 2011

PAGES: 213-234

AUTHOR: Zisette, S. et al.

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JOURNAL/BOOK TITLE: *Psychology of Men and Masculinity*

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## ADDITIONAL RESOURCES

None

