

Semester at Sea Course Syllabus
Colorado State University, Academic Sponsor

Voyage:	Fall 2016
Discipline:	Sociology
Course Number and Title:	Sociology 333, Gender and Society (Section 1)
Division:	Upper
Faculty Name:	Dr. Susan J. Ferguson
Semester Credit Hours:	3
Pre-requisites:	None

COURSE DESCRIPTION

“But if gender in these respects is harmful, it is in other respects a source of pleasure, creativity and other things we greatly value. . . .The joys, tensions and complications of gender relations are among the most potent sources of cultural creation.” (R. W. Connell 2002:143)

Gender is both an object of study and a critical lens through which we analyze our world. Like race and social class, gender also is a social construct, and this course will explore what it means to say gender is a social construction. In addition to social constructionism, this course considers other theoretical, methodological, and empirical contributions of current sociological scholarship on gender. Moreover, since both sex and gender are contested categories in our society, as well as in other societies, a sociological lens will help clarify the ways in which sex and gender are social phenomena that change over time and vary across cultures.

Three additional frames will inform our study of sex and gender. First, gender will be examined at a micro-level because gender organizes and shapes our everyday lives. Gender is performative; it is experienced; and it is in flux. A critical question we will contemplate is: how does gender shape women’s, men’s, and transgendered individuals’ lives? A second frame is studying gender at the macro-level, which means viewing gender as a system of social stratification. We will explore how gender inequalities are revealed through social patterns, and how the gender system is both reproduced and challenged through the link between interpersonal experiences and social structures. A third critical frame for understanding gender is intersectionality, and where appropriate, we will deliberate on the intersections between gender, sexuality, race/ethnicity, and social class.

While we will be studying gender through the above frames in a U.S. context, we also will have the opportunity to read and observe gender patterns in a global context. Before each port stop in a country, we will examine OECD gender data in addition to having specific readings from that country. While in each country, we also will make observations related to gender and take field notes.

LEARNING OBJECTIVES

By the end of this course, students should be able to:

- Understand what is meant by saying gender is a social construction
- Understand how sociologists define and study sex and gender
- Explain how gender manifests itself in both global and U.S. contexts
- Distinguish between gender at the micro-level of identity and gender at the macro-level of social structure
- Describe the relationships between gender and social stratification
- Articulate why intersectionality is central to a sociological understanding of gender

REQUIRED TEXTBOOKS

AUTHOR: Kimmel, Michael and Amy Aronson. Editors.

TITLE: The Gendered Society Reader, Fifth Edition.

PUBLISHER: Oxford University Press.

ISBN #: 978-0-19-992749-4

DATE/EDITION: 2014/Fifth Edition.

A NOTE ABOUT READINGS

Students need to plan on reading three to four short articles per class. In addition to the Kimmel and Aronson anthology, I will be assigning readings on gender related to countries we are visiting. These readings can be found in the Electronic Course Materials list for this class. I also will assign data sheets on gender equality from United Nations documents and the OECD data on gender equality for various countries. Come to class with the readings completed and answers to the questions below. What particular concepts or quotes from the text do you find most compelling?

Questions to Answer While Reading:

- 1) What is the author's main point or argument?
- 2) What theories and research methods does the author use to demonstrate their point?
- 3) What are the strengths and weaknesses of this argument?
- 4) How does this reading contribute to your understanding of sociology?

TOPICAL OUTLINE OF COURSE

Part 1: Sociological Understandings of Sex and Gender

A1–September 12: Introduction to Course

Introductions and review syllabus, assignments, and grading policy.

Readings: None

A2–September 14: Biological Arguments about Gender

Readings: Three readings in Kimmel and Aronson anthology.

- 1) McCaughey, Martha. “Cavemen Masculinity: Finding Manhood in Evolutionary Science.”
- 2) Sapolsky, Robert M. “Testosterone Rules.”
- 3) Jackson, Stevi and Amanda Rees. “The Appalling Appeal of Nature: The Popular Influence of Evolutionary Psychology as a Problem for Sociology.”

A3–September 17: Cultural Arguments about Gender

Readings: Three readings in Kimmel and Aronson anthology and readings on Greece.

- 1) Lorber, Judith. “Men as Women and Women as Men: Disrupting Gender.”
- 2) Herdt, Gilbert. “Coming of Age and Coming Out Ceremonies.”
- 3) Nanda, Serena. “Cultural Patterns and Sex/Gender Diversity.”
- 4) Greece Fact Sheet and OECD Data on Gender and Greece

Piraeus, Greece—September 19-23

A4–September 24: The Psychology of Sex Roles

Readings: Two readings from Kimmel and Aronson anthology and readings on Italy.

- 1) Hyde, Janet Shibley. “The Gender Similarities Hypothesis.”
- 2) Tolman, Deborah L. “It’s Bad for Us Too: How the Sexualization of Girls, Impacts the Sexuality of Boys, Men, and Women.”
- 3) Reading on Italy to be determined.
- 4) OECD Data on Gender and Italy

Civitavecchia, Italy - September 26-28

Livorno, Italy – September 29-30

A5—October 1: The Social Construction of Gender-Part One

Readings: Two readings from Kimmel and Aronson anthology and readings on Spain.

- 1) West, Candace and Don H. Zimmerman. “Doing Gender.”
- 2) West, Candace and Sarah Fenstermaker. “Doing Difference.”
- 3) Valiente, Celia. 2003. “Central State Child Care Policies in Postauthoritarian Spain: Implications for Gender and Carework Arrangements.” *Gender & Society* 17(2): 287-292.
- 4) OECD Data on Gender in Spain

Barcelona, Spain—October 3-7

A6—October 8: The Social Construction of Gender-Part Two

Readings: One reading from Kimmel and Aronson anthology and readings on Morocco.

- 1) Epstein, Cynthia Fuchs. “Great Divides: The Cultural, Cognitive, and Social Bases of the Global Subordination of Women.”
- 2) Bedmar, Vicente. 2010. “The Evolution and Current State of Arranged Marriages in Casablanca (Morocco): Social and Educational Aspects.” *Humania del Sur*. Pp. 131-52.
- 3) OECD Data on Gender in Morocco

Casablanca, Morocco—October 10-14

Part 2: Social Institutions and Gender

A7—October 15: Gender and the Family

Readings: Two readings from Kimmel and Aronson anthology.

- 1) Cancian, Francesca M. “The Feminization of Love.”
- 2) Cherlin, Andrew J. “American Marriage in Early Twenty-First Century.”
- 3) Review Bedmar reading on arranged marriages in Casablanca.

A8—October 17: Gender and the Family

Readings: Two readings from Kimmel and Aronson.

- 1) Medved, Caryn E. and William K. Rawlins. “At-Home Fathers and Breadwinning Mothers: Variations in Constructing Work and Family Lives.”
- 2) Stacey, Judith and Timothy J. Biblarz. “(How) Does the Sexual Orientation of Parents Matter?”
- 3) Review Valiente reading on child care in Spain.

A9—October 19: Gender and Health

Readings: Readings on Senegal on E-Reserve.

- 1) Smith, Courtney. 2011. "Who Defines 'Mutilation'? Challenging Imperialism in the Discourse of Female Genital Cutting." *Feminist Formations* 23(1):23-46.
- 2) Excerpts from Aimee Molloy's *However Long the Night*.
- 3) Suh, Siri. 2015. "Right Tool, Wrong 'Job': Manual Vacuum Aspiration, Post-Abortion Care and Transnational Population Politics in Senegal." *Social Science & Medicine* 135: 56-66.
- 4) OECD Data on Gender in Senegal

Dakar, Senegal—October 21-24

A10—October 25: Gender and Schools

Readings: One reading from Kimmel and Aronson anthology and one on E-Reserve.

- 1) Martin, Karin. "Becoming a Gendered Body: Practices of Preschools."
- 2) Reay, Diane. "Spice Girls," "Nice Girls," "Girlies," and "Tomboys": Gender Discourses, Girls' Cultures, and Femininities in the Primary Classroom."

A11—October 27: Gender and Schools

Readings: Two readings from Kimmel and Aronson anthology.

- 1) Pascoe, C. J. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse."
- 2) Martino, Wayne. "Policing Masculinities: Investigating the Role of Homophobia and Heteronormativity in the Lives of Adolescent School Boys."

No Classes—October 28

A12—October 30: Gender and Sex Tourism

Readings: Three readings on Brazil on E-Reserve.

- 1) Pulerwitz, Julie and Gary Barker. 2008. "Measuring Attitudes toward Gender Norms among Young Men in Brazil: Development and Psychometric Evaluation of the GEM Scale." *Men and Masculinities* 10(3):322-338.
- 2) Agénor, Pierre-Richard, and Otaviano Canuto. 2013. "Gender Equality and Economic Growth in Brazil." *Economic Premise*. Report for the Poverty Reduction and Economic Management (PREM) Network. Number 109. (March 2013.) World Bank.
- 3) Mitchell, Gregory. 2011. "TurboConsumers in Paradise: Tourism, Civil Rights, and Brazil's Gay Sex Industry." *American Ethnologist*. 38(4):666-682.
- 4) OECD Data on Gender in Brazil

Salvador, Brazil—November 1-6

A13—November 7: Gender and Media

Readings: Two readings from Kimmel and Aronson anthology.

- 1) Horvath, et al. "'Lights on at the End of the Party': Are Lads' Mags Mainstreaming Dangerous Sexism?"
- 2) Chess, Shira. "A 36-24-36 Cerebrum: Productivity, Gender, and Video Game Advertising."

A14—November 9: Gender, Race, and the Media

Readings: One reading from Kimmel and Aronson anthology and one on E-Reserve.

- 1) White, Miles. "Real Niggas: Black Men, Hard Men, and the Rise of Gangsta Culture."
- 2) TBA

A15—November 11: Gender and Work

Readings: Three readings from Kimmel and Aronson anthology.

- 1) England, Paula. "The Gender Revolution: Uneven and Stalled."
- 2) Wingfield, Adia Harvey. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work."
- 3) Schilt, Kristen and Matthew Wiswall. "Before and After: Gender Transitions, Human Capital, and Workplace Experiences."

Port of Spain, Trinidad and Tobago—November 13-14

A16—November 15: Gender and Work

Readings: Two readings from Kimmel and Aronson anthology.

- 1) Quinn, Beth A. "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching'."
- 2) Elsesser, Kim and Letitia Anne Peplau. "The Glass Partition: Obstacles to Cross-Sex Friendships at Work."

A17—November 17: Gender and Politics

Readings: Three readings from Kimmel and Aronson anthology.

- 1) Waylen, Georgina. "Gender Matters in Politics."
- 2) Cohn, Carol. "Wars, Wimps, and Women: Talking Gender and Thinking War."
- 3) McGinley, Ann C. "Hillary Clinton, Sarah Palin, and Michelle Obama: Performing Gender, Race, and Class on the Campaign Trail."

No Classes—November 18

Part 3: Gender, Identity, and Relationships

A18—November 20: Gender and Identity

Readings: Two readings on Peru on E-Reserve.

- 1) Fuller, Norma. 2001. "The Social Constitution of Gender Identity among Peruvian Men." *Men and Masculinities*. January 2001 3: 316-331.
- 2) Fuller, Norma. 2003. "Work and Masculinity among Peruvian Urban Men." Paper presented at United Nations Conference: Expert Group Meeting on "The Role of Men and Boys in Achieving Gender Equality" Brasilia, Brazil. October 21-23, 2003.
- 3) OECD Data on Gender in Peru

Callao, Peru—November 22-26

A19—November 27: Gender and Religion

Readings: Three readings from Kimmel and Aronson anthology.

- 1) Read and Bartkowski. "To Veil or Note to Veil?: A Case Study of Identity Negotiation among Muslim Women in Austin, Texas."
- 2) Sumerau, J. Edward. "'That's What a Man Is Supposed to Do': Compensatory Manhood Acts in an LGBT Christian Church."
- 3) Razavi, Shahra and Anne Jenichen. "The Unhappy Marriage of Religion and Politics: Problems and Pitfalls for Gender Equality."

A20—November 29: The Gendered Body

Readings: Three readings from Kimmel and Aronson anthology.

- 1) Bordo, Susan. "The Body and the Reproduction of Femininity."
- 2) Dozier, Raine. "Beards, Breasts, and Bodies: Doing Sex in a Gendered World."
- 3) Regehr, Kaitlyn. "The Rise of Recreational Burlesque: Bumping and Grinding Towards Empowerment."

A21—December 5: Gender in Ecuador

Readings: Two readings on E-Reserve

- 1) Masi De Casanova, Erynn. 2013. "Embodied Inequality: The Experience of Domestic Work in Urban Ecuador." *Gender & Society* 27(4):561-585.
- 2) Coe, Anna-Britt. 2015. "'I Am Not Just a Feminist Eight Hours a Day': Youth and Gender Justice Activism in Ecuador and Peru." *Gender & Society* 29(6):888-913.
- 3) OECD Data on Gender in Ecuador

Guayaquil, Ecuador—December 1-4

A22—December 7: Gender, Race, and Beauty

Readings: Two readings on E-Reserve

- 1) Masi de Casanova, Erynn. 2004. "No Ugly Women: Concepts of Race and Beauty among Adolescent Women in Ecuador." *Gender & Society* 18(3): 287-308.
- 2) Rivers-Moore, Megan. 2013. "Affective Sex: Beauty, Race and Nation in the Sex Industry." *Feminist Theory* August 2013 14(2): 153-169.
- 3) OECD Data on Gender in Costa Rica

Puntarenas, Costa Rica—December 9-13

A23—December 14: Gender and Sexuality

Readings: Three readings from Kimmel and Aronson anthology.

- 1) England, Paula et al. "Hooking Up and Forming Romantic Relationships on Today's College Campuses."
- 2) Ward, Jane. "Dude-Sex: White Masculinities and 'Authentic' Heterosexuality among Dudes Who Have Sex with Dudes."
- 3) Fahs, Breanne and Eric Swank. "Social Identities as Predictors of Women's Sexual Satisfaction and Sexual Activity."

A24—December 16: Gender and Violence

Readings: Three readings in Kimmel and Aronson anthology.

- 1) Stroud, Angela. "Good Guys with Guns: Hegemonic Masculinity and Concealed Handguns."
- 2) Little, Betsi and Cheryl Terrance. "Perceptions of Domestic Violence in Lesbian Relationships: Stereotypes and Gender Role Expectations."
- 3) Thompson, Carleen M., et al. "Are Female Stalkers More Violent Than Male Stalkers? Understanding Gender Differences in Stalking Violence Using Contemporary Sociocultural Beliefs."

No Classes—December 18

A25—December 19: A Day Finals

Readings: None. Final exam will occur in class this day.

San Diego, California—December 22

FIELD WORK

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 will be developed and led by the instructor.

Field Class for Gender and Society (Section 1): Gender, the Family, and the State

Barcelona, October 3, 2016

Contemporary Western/affluent industrialized nations increasingly feature low-income single mothers with children, a family pattern that might seem to stem from personal troubles and/or individual choices, but have their roots in the interplay of gender, the state, and the market. A number of different factors contribute to the proliferation of these kinds of families; in the United States, these include: how women and men conceive of their care work responsibilities; how employers, state policies, and the court system institutionalize particular models of gendered obligations at work and at home (and punish those who diverge from these models); how gender-based violence and kinship systems can shore up inequalities between men and women; how increasing incarceration and the evisceration of stable jobs for men with high school degrees have led to men's decreasing attachment to families; how low-income women view children as a sign of conventional adulthood responsibility but marriage as a capstone event signaling financial and relationship stability. Yet these families also involve special challenges, including how to simultaneously care for and provide for young children. What are the most important factors generating Spain's single mothers, and how does that country handle its neediest cases? What is the role of non-governmental organizations (NGOs) in their support?

In this field class, we will visit the Fundacio Mario Raventos, an NGO that for more than sixty years has been dedicated to helping single mothers without resources, who are "at risk of social exclusion" and in need of help. We will meet with the NGO's current president, who will explain the group's current projects and how they try to help women suffering from difficult circumstances. We will then eat lunch in a local vegetarian restaurant. Finally, we will cap off the field class with a walking visit to Barcelona's famous market, La Boqueria, passing through Las Ramblas and the Gothic Quarter (sites where the state has an express interest in enabling tourism), and where we will observe gender, the state, and the market in action.

FIELD CLASS ASSIGNMENT:

Students will be asked to read a couple of excerpts on single women with children (Sharon Hays' *Flat Broke with Children*, Oxford 2003; Kathryn Edin and Maria Kefalas' *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*, University of California Press, 2005) before writing their field class reflection. Students will record their field class observations in a concise 3-5 page reflection paper. Guidelines will be posted.

Objectives:

1. Read and reflect upon the multiple factors generating both the proliferation and the experience of low-income single mothers in advanced industrialized countries;
2. Observe the efforts of one enduring NGO focusing on women in need, evaluating the way they analyze and conceive of how and why the women are there, and how best to help them;
3. Observe instances of gender on the Barcelona streets, at tourism sites, and at La Boqueria market.
4. Evaluate the interplay of gender, the state, and the market for different sub-groups in Spain.

INDEPENDENT FIELD ASSIGNMENTS

In addition to the field work exercises described above, students will be expected to make observations about gender in all of our port cities, and answer the following questions for at least three port cities. In a sense, you will be doing a scavenger hunt related to gender, where you will collect artifacts of gender in different kinds of domains (e.g. politics, advertising, etc.) Your gender observations can be about anything, but the questions below will help you focus your observations and help you to identify patterns. Please write your observations, as legibly as possible, in a field notebook, and then type them up into a document that you will turn in late November. This journal and your scavenger hunt presentation will count toward 20% of your final grade.

Fieldwork Questions:

1. Are women and men equally visible in public spaces (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? Does it vary by time of day?
4. How do you read gender in this society? That is, are there gender markers for clothing, bodies, or physical spaces?
5. What are gender norms that you can observe about families, religion, politics, etc.?
6. What are media images of women and men in this location (billboards, advertising, etc.)?
7. Other observations about sex and gender?

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 SCALE

Students will be graded on their attendance and participation. This evaluation means that students are expected to arrive to class on time, sign the attendance sheet, and be ready to participate in class discussion concerning the readings. Come to class with oral comments on the readings prepared.

All written assignments will be due at the beginning of class. Late assignments, if accepted, will be penalized each day they are late.

The final grade will be calculated using the following criteria:

Short Quizzes/Assignments	15%
Class Participation	15%
Leading Class Discussion	15%
Field Class	20%
Field Journal Assignment	20%
Final Presentations	15%

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework.

Grade Distribution:

97 and up	A+	
94 to 96	A	Excellent
90 to 93	A-	
87 to 89	B+	
84 to 86	B	Good
80 to 83	B-	
76 to 79	C+	
70 to 75	C	Satisfactory
60 to 69	D	Poor, but passing
59 and down	F	Failure

Also note that C-, D+, and D- grades are not assigned in accordance with the grading system at Colorado State University (the SAS partner institution).

Note: There will be no extra credit work given in class. Deadlines will be announced in a timely fashion. Please communicate with the professor about any concerns regarding your course work.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, and in this course, I will be taking attendance each day and assessing participation. 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.

UNION SEMINARS

Faculty members on the Fall 2016 Voyage will present on various academic topics during the evening Union Seminars, held during at-sea days. These topics will present relevant cultural information in various disciplines, depending on the location on the itinerary. Students are encouraged to attend at least one of these sessions, relevant to the academic topic of this course. An appropriate assignment can be made at a time when the Union Seminar schedule has been finalized.

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 memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

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 AND FILMS FOR THE LIBRARY

AUTHOR: Edin, Kathryn and Maria Kefalas.

TITLE: *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*

PUBLISHER: University of California Press

ISBN #: 978-0-52-027146-3

DATE/EDITION: 2011.

AUTHOR: Hays, Sharon.

TITLE: *Flat Broke With Children: Women in the Age of Welfare Reform*

PUBLISHER: Oxford

ISBN #: 978-0195176018

DATE/EDITION: 2003.

AUTHOR: Kimmel, Michael and Amy Aronson. Editors.

TITLE: *The Gendered Society Reader*

PUBLISHER: Oxford University Press.

ISBN #: 978-0-19-992749-4

DATE/EDITION: 2014/Fifth Edition.

AUTHOR: Kulick, Don.

TITLE: *Travesti: Sex, Gender, and Culture Among Brazilian Transgendered Prostitutes*

PUBLISHER: University of Chicago

ISBN #: 978-0-22-646100-7

DATE/EDITION: 1998.

AUTHOR: Molloy, Aimee.

TITLE: *However Long the Night: Molly Melching's Journey to Help Millions of African Women and Girls Triumph*

PUBLISHER: HarperOne

ISBN #: 978-0-06-213276-5

DATE/EDITION: 2013.

AUTHOR: Aulette, Judy Root and Judith Wittner.

TITLE: *Gendered Worlds*

PUBLISHER: Oxford University Press.

ISBN #: 978-0-19-9335619

DATE/EDITION: 2015/Third Edition.

ELECTRONIC COURSE MATERIALS

AUTHOR: Agénor, Pierre Richard and Octavio Canuto.

ARTICLE/CHAPTER TITLE: "Gender Equality and Economic Growth in Brazil."

JOURNAL/BOOK TITLE: *Economic Premise of The World Bank*

VOLUME: Number 109.

DATE: March 2013.

PAGES: 1-5.

AUTHOR: Bedmar, Vicente Llorent.

ARTICLE/CHAPTER TITLE: "The Evolution and Current State of Arranged Marriages in Casablanca (Morocco): Social and Educational Aspects."

JOURNAL/BOOK TITLE: *Humania del Sur*

VOLUME: Volume 5, No. 9.

DATE: 2010.

PAGES: 131-152.

AUTHOR: Bose, Christine E.

ARTICLE/CHAPTER TITLE: "Patterns of Global Gender Inequalities and Regional Gender Regimes."

JOURNAL/BOOK TITLE: *Gender & Society*

VOLUME: Volume 29, No. 6.

DATE: 2015.

PAGES: 767-791.

AUTHOR: Coe, Anna-Britt.

ARTICLE/CHAPTER TITLE: "I Am Not Just a Feminist Eight Hours A Day": Youth Gender Justice Activism in Ecuador and Peru."

JOURNAL/BOOK TITLE: *Gender & Society*

VOLUME: Volume 29, NO. 6.

DATE: 2015.

PAGES: 888-913.

AUTHOR: Edin, Kathryn and Maria Kefalas.

ARTICLE/CHAPTER TITLE: "Conclusion: Making Sense of Single Motherhood."

JOURNAL/BOOK TITLE: *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*

VOLUME: Last chapter in book.

DATE: 2005.

PAGES: 187-220.

AUTHOR: Fuller, Norma.

ARTICLE/CHAPTER TITLE: "The Social Constitution of Gender Identity among Peruvian Men."

JOURNAL/BOOK TITLE: *Men and Masculinities*

VOLUME: Volume 3, No. 3.

DATE: 2001.

PAGES: 316-331.

AUTHOR: Fuller, Norma.
ARTICLE/CHAPTER TITLE: "Work and Masculinity among Peruvian Urban Men."
JOURNAL/BOOK TITLE: UN Report from Expert Group Meeting on Men and Boys
VOLUME: EGM/Men-Boys-GE/2003/EP.9
DATE: 2003.
PAGES: 1-12.

AUTHOR: Martin, Karin A.
ARTICLE/CHAPTER TITLE: "Becoming a Gendered Body: Practices of Preschools."
JOURNAL/BOOK TITLE: *American Sociological Review*
VOLUME: Volume 16, No. 4.
DATE: 1998.
PAGES: 494-511.

AUTHOR: Masi De Casanova, Erynn.
ARTICLE/CHAPTER TITLE: "No Ugly Women': Concepts of Race and Beauty among Adolescent Women in Ecuador."
JOURNAL/BOOK TITLE: *Gender & Society*
VOLUME: Volume 18, No. 3.
DATE: 2004.
PAGES: 287-308.

AUTHOR: Masi De Casanova, Erynn.
ARTICLE/CHAPTER TITLE: "Multiplying Themselves: Women Cosmetic Sellers in Ecuador."
JOURNAL/BOOK TITLE: *Feminist Economics*
VOLUME: Volume 17, No. 2.
DATE: 2011.
PAGES: 1-29.

AUTHOR: Masi De Casanova, Erynn.
ARTICLE/CHAPTER TITLE: "Embodied Inequality: The Experience of Domestic Work in Urban Ecuador."
JOURNAL/BOOK TITLE: *Gender & Society*
VOLUME: Volume 27, No. 4.
DATE: 2013.
PAGES: 561-585.

AUTHOR: Mitchell, Gregory.
ARTICLE/CHAPTER TITLE: "TurboConsumers in Paradise: Tourism, Civil Rights, and Brazil's Gay Sex Industry."
JOURNAL/BOOK TITLE: *American Ethnologist*
VOLUME: Volume 38, No. 4.
DATE: 2011.
PAGES: 666-682.

AUTHOR: Pulerwitz, Julie and Gary Barker.
ARTICLE/CHAPTER TITLE: "Measuring Attitudes toward Gender Norms among Young Men in Brazil."
JOURNAL/BOOK TITLE: *Men and Masculinities*
VOLUME: Volume 10, No. 3.
DATE: 2008.
PAGES: 322-338.

AUTHOR: Rivers-Moore, Megan.
ARTICLE/CHAPTER TITLE: "Affective Sex: Beauty, Race and Nation in the Sex Industry."
JOURNAL/BOOK TITLE: *Feminist Theory*
VOLUME: Volume 14, No. 2.
DATE: 2013.
PAGES: 153-169.

AUTHOR: Smith, Courtney.
ARTICLE/CHAPTER TITLE: "Who Defines 'Mutilation'? Challenging Imperialism in the Discourse of Female Genital Cutting."
JOURNAL/BOOK TITLE: *Feminist Formations*
VOLUME: Volume 23, No. 1.
DATE: 2011.
PAGES: 25-46.

AUTHOR: Suh, Siri.
ARTICLE/CHAPTER TITLE: "Right Tool, Wrong 'Job': Manual Vacuum Aspiration, Post-Abortion Care and Transnational Population Politics in Senegal."
JOURNAL/BOOK TITLE: *Social Science & Medicine*
VOLUME: Volume 135.
DATE: 2015.
PAGES: 56-66.

AUTHOR: Valiente, Celia
ARTICLE/CHAPTER TITLE: "Central State Child Care Policies in Postauthoritarian Spain: Implications for Gender and Carework Arrangements."
JOURNAL/BOOK TITLE: *Gender & Society*
VOLUME: 17(2)
DATE: 2003
PAGES: 287-292