

Semester at Sea Course Syllabus
Colorado State University, Academic Partner

Voyage: Spring 2017
Discipline: Sociology
Course Number and Title: SOC 333 Gender and Society
Division: Upper
Faculty Name: Dr. Karen Meenan
Semester Credit Hours: 3

Prerequisites: One introductory sociology course

COURSE DESCRIPTION

This course provides an introduction to the sociological analysis of gender. Throughout the semester, we will examine how gender is socially constructed and discuss the implications of a culture's dominant models of femininity and masculinity. Through a variety of readings, lectures, group discussions, activities, and videos we will explore how gender shapes interactions and relationships, and how and why social institutions such as the family, the media, the labor market, medicine, religion, and our political system serve to maintain and/or challenge traditional gendered roles and notions of femininity and masculinity. The emphasis of this course is on gendered roles within the United States; however, we will also have the unique opportunity to compare and contrast how gender operates in other societies on our voyage. There will be an emphasis in this class on critical evaluation of gender constructions and roles in each country we visit, including our own. We will ask questions such as: "Why is gender important?" "How do conceptions of gender vary among societies?" "Who benefits from the way gender is constructed in a society and what are the consequences?" and "How has gender played out in my own life?"

LEARNING OBJECTIVES

- Analyze the ways that males and females are different and what these differences mean.
- Distinguish between gender at the micro-level of identity and gender at the macro-level of social structure.
- Compare how various cultures interpret gender.
- Assess why societies continue to differentiate people on the basis of sex and gender.
- Investigate why almost every known society is based on male domination.
- Understand how sociologists define and study sex and gender.
- Encourage critical thinking, analysis, and synthesis.

REQUIRED TEXTBOOK

AUTHOR: Kimmel, M.
TITLE: *The Gendered Society*
PUBLISHER: Oxford University Press
ISBN #: 9780190260316
DATE/EDITION: 2017/Sixth Edition

A NOTE ABOUT READINGS

This class is run as a seminar and requires student participation. Please complete the readings prior to coming to class and be ready to discuss them. In addition to the Kimmel text, I have assigned other readings related to the course content and to the countries we are visiting. These are available on the ship's reserve system and are *required reading*.

TOPICAL OUTLINE OF COURSE

Depart Ensenada January 5

A1 – January 7

Welcome, introductions, overview of the course

A2 – January 9: Introduction to the Study of Gender

- 1) Kimmel, Chapter 1

VIDEO: Avery (*in class*)

A3 – January 11: Biological Arguments about Gender

- 1) Kimmel, Chapter 2
- 2) McCaughey, “Cavemen Masculinity: Finding Manhood in Evolutionary Science.”

Hawaii January 12

A4 – January 14: Cultural Constructs about Gender

- 1) Kimmel, Chapter 3

VIDEO: A Walk to Beautiful (*in class*)

A5 – January 17: Psychological Perspectives on Gender

- 1) Kimmel, Chapter 4
- 2) Tolman, “It’s Bad for Us Too: How the Sexualization of Girls Impacts the Sexuality of Boys, Men, and Women.”

No classes January 19

A6 – January 20: The Social Construction of Gender

- 1) Kimmel, Chapter 5
- 2) Bauewens, D. 2013. “Japan Values Women Less—As it Needs them More.” Inter Press Service News Agency,
- 3) Social Institutions and Gender Index: Japan

VIDEO: Tough Guise 2 (*watch prior to class*)

A7 – January 22

Exam #1

Japan January 24-28

A8 – January 29: The Gendered Family Part I

- 1) Seccombe, 2014. “China’s One-Child Policy: Impressions of a Fulbrighter.”
- 2) Buckley, 2015. “China Ends One Child Policy.”
- 3) Social Institutions and Gender Index: China

VIDEO: It’s a Girl (*watch prior to class*)

VIDEO: China’s Lost Girls (*in class*)

China January 31-February 5

A9 – February 6: The Gendered Family Part II

- 1) Kimmel, Chapter 6

A10 – February 13: The Gendered Classroom

- 1) Kimmel, Chapter 7
- 2) Schuler, Anh, Ha, Minh, Mai, and Thien, 2006. "Constructions of Gender in Vietnam: The Use of Three Criteria."
- 3) Social Institutions and Gender Index: Vietnam

Vietnam February 10-14

A11 – February 15: Gender and Religion

- 1) Kimmel, Chapter 8

No Classes February 17

A12 – February 18

- 1) Human Rights Watch, "World Report 2015: Burma."
- 2) Social Institutions and Gender Index

VIDEO: Burma (Myanmar): A New Dawn (in class)

Myanmar February 20-24

A13 – February 25: Gender and Work Part I

- 1) Kimmel, Chapter 9

A14 – February 27: Gender and Work Part II

- 1) Purkayastha, Subramaniam, Desai, and Bose, "The Study of Gender in India: A Partial Review."
- 2) Rudrappa, 2012. "India's Reproductive Assembly Line."
- 3) Social Institutions and Gender Index: India

VIDEO: India: The Baby Makers (in class)

India March 1-March 6

A15 – March 7: Gender and Politics

- 1) Kimmel, Chapter 10
- 2) Social Institutions and Gender Index: Mauritius

No classes March 9

A16 – March 10

Exam #2

Mauritius March 12

A17 – March 13: The Gendered Media

- 1) Kimmel, Chapter 11

VIDEO: Killing Us Softly 4 (watch prior to class)

VIDEO: Monica Lewinsky: The Price of Shame (in class)

No Classes March 15

A18 – March 16: Gendered Intimacies

- 1) Kimmel, Chapter 12

A19 – March 18: Gender and Violence

- 1) Kimmel Chapter 14

- 2) Avert, 2015. "HIV and AIDS in South Africa."
- 3) Kelto, 2014. "This is why South African Schoolgirls Say 'Yes' to Sex with Sugar Daddies."
- 4) Jewkes, Sikweyiya, Morrell, and Dunkle, 2014. "Why, When, and How Men Rape: Understanding Rape Perspective in South Africa."
- 5) Social Institutions and Gender Index: South Africa

VIDEO: The Hunting Ground (*watch prior to class*)

VIDEO: Violence Against Women: It's a Men's Issue (*in class*)

South Africa March 19-24

A20 – March 26: The Gendered Body Part I

- 1) Kimmel, Chapter 13
- 2) Orenstein, March 19, 2016. "When Did Porn Become Sex Ed?"
- 2) Ford & England, December 22, 2014 "Hookups, Sex, and Relationships at College"

VIDEO: Understanding Hookup Culture: What's Really Happening on College Campuses (*in class*)

A21 – March 28: The Gendered Body Part II

- 1) World Health Organization, 2016. "Female Genital Mutilation."
- 2) Smith, 2011. "Who Defines 'Mutilation'? Challenging Imperialism in the Discourse of Female Genital Cutting."
- 3) Social Institutions and Gender Index: Ghana

VIDEO: Moolaade (*watch prior to class*)

Ghana March 31-April 3 **Field Class April 3

A22 – April 4

Student Field Presentations

A23 – April 6

Student Field Presentations

A24 – April 8: Epilogue

Field Class Assignment Due

Student Field Presentations

- 1) Kimmel, Epilogue
- 2) Altiok, 2015. "Muslim Family Laws and CEDAW: A Fact Sheet."
- 3) Errazzouki, 2014. "Working-Class Women Revolt: Gendered Political Economy in Morocco."
- 4) Shout Out UK. "Does Culture Justify Sexism?"
- 5) Social Institutions and Gender Index: Morocco

Study Day April 10 **Student Field Presentations Due 6:00pm

Morocco April 11-14

A25 – April 15

Exam #3

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 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.

Field Class and Assignment

The Field Class for this course will take place on Friday, 31 March in Tema, Ghana.

Global Mamas

This field lab will visit Global Mamas, a non-profit, fair trade organization in Ghana. Global Mamas assists women in Africa to become economically independent through the production and distribution of their handcrafted products. Global Mamas creates over 180 products that are exported to North America, Europe, Asia, and Australia. This class will visit a production site, visit with the Mamas, discuss the process of starting and running an NGO with the founder and Executive Director, participate in a roundtable on Fair Trade, and visit the Accra retail outlet. This inspiring field class allows students to experience fair trade and an NGO in action.

Academic Objectives:

1. Learn about women's poverty in Ghana, and issues surrounding women's limited job opportunities.
2. Deepen our understanding of how NGOs and Fair Trade initiatives can help alleviate poverty.
3. Consider the impact that a non-profit, fair-trade organization like Global Mamas can have on women, families, and an entire community.

Afterwards, students will write a 3-page paper applying the concepts learned in the course to their field experience, due at the beginning of class, April 8. Further details on this assignment will be given in class.

METHODS OF EVALUATION

1. THREE EXAMS (45%)

Students will have three essay exams, each worth up to 15 points. For each exam I will provide you with 4 essay questions; you will choose 3 of these to answer. Please remember to provide details and specific information to indicate that you have read, watched, listened to, and otherwise understand and can analyze the course materials. Make-up exams are allowed only in cases of extreme illness, and must be verified by the health clinic and authorized by me *in advance* of the exam period.

2. FIELD CLASS AND ASSIGNMENT (20%)

Our Field Class is scheduled for March 31 (all day). Please note that 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 20 percent of the contact hours for this course.

3. INDEPENDENT FIELD ASSIGNMENT AND GROUP PRESENTATION (15%)

This is a project that draws on collaborative teamwork to produce a sociological photo documentary and class presentation. Using a digital camera or phone, students will work in small groups of about 4 students to study and observe a particular gender issue across our voyage. Each group will meet with me in advance of conducting the work to select a topic for their photo documentary project. Once your topic has been approved, each group's collective task is to take photos that address and highlight this theme with the goal of producing a coherent and sociologically informed photographic essay based on

at least seven (7) ports, and which will be presented in class. Possible topics include sex differences in the images of women and men in the media; men's roles as fathers and how they differ across the countries we visit; evidence of women's employment; gendered images of sexuality; the importance placed on love in intimate relationships; women's poverty; gendered roles among husbands and wives; dating or sexual norms among young adults; gendered childrearing behaviors; sex or age differences in homelessness or begging practices; gendered differences in embodiment (e.g., clothing, body practices); gendered use of space and place (e.g., private/public sphere), and many other topics. Your ideas should be further refined within your group (in consultation with me).

This assignment can be accomplished on any number of field classes, faculty-led trips, personal port experiences, or even shipboard life, if relevant. The purposes of this assignment are to: (1) utilize a comparative approach to study one gender issue in depth; (2) increase awareness of the way that culture shapes gender; (3) gain further experience in group work; and (4) allow you to express your creativity. It also will provide you with an important keepsake from your voyage to share with family and friends.

The photos from your experience should be organized into a Powerpoint or Prezi presentation. There should be a short paragraph accompanying each picture. This can be formatted onto the slide or listed in the "notes" section. The group presentation will be an oral and visual report that incorporates your unique insights and draws upon course concepts. The presentation must demonstrate a shared and equitable distribution of labor. The presentation style should be fluent, energetic, and constrained to the time limit (to be discussed in class). Have fun with it, and show the class what you have learned.

Please undertake this assignment in a respectful manner. When possible, ask permission to take someone's picture; do not create an inferior/superior situation when photographing people; and avoid ethnocentrism.

Your 20-minute group presentation should contain approximately 22-25 slides, with a supporting short paragraph for each. The grade earned will include both (1) the final **collective** project and presentation; and (2) **individual** effort and contribution. Due date: April 10 (Study Day) 6:00pm.

4. COURSE ACTIVITIES (10%)

These may include group or individual activities, a written analysis of a DVD or article from the readings, or a specific port reading or observation. The goal of these activities is to apply what you have learned from readings, videos, and lectures.

5. ATTENDANCE AND PARTICIPATION (10%)

Students should complete all readings prior to the class period for which they are assigned. These readings will be used to guide discussions, class lectures, and individual and group activities. Therefore, it is imperative that you come to class and stay on schedule with the readings. Your grade will reflect your degree of preparation for, and active participation in, class discussions—both the quantity and quality of your comments. Please plan to contribute something substantive every day.

It is my goal that every student feels comfortable engaging in class discussion. This means that we must all exhibit tolerance and respect for one another's views, and that the discussion is protected by open-mindedness, civility, critical self-reflection, and informed opinion. Thank you.

GRADING

There are a total of 100 points possible for the course. You can easily keep track of your grade.

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
A+ 97-100 points	B+ 87-89	C+ 77-79	F Less than 60
A 94-96	B 83-86	C 70-76	
A- 90-93	B- 80-82	D 60-70	

MEDIA

Some of these DVDs or video clips will be shown in class; others will be on the ship's intranet and should be viewed outside of class – due dates are below.

Avery

A Walk to Beautiful

Tough Guise 2 (Watch Prior to Class: January 11)

It's a Girl (Watch Prior to Class: January 29)

China's Lost Girls

Burma (Myanmar): A New Dawn

India: The Baby Makers

Killing Us Softly 4 (Watch Prior to Class: March 12)

Monica Lewinsky: The Price of Shame

Violence Against Women: It's a Men's Issue

The Hunting Ground (Watch Prior to Class: March 13)

Understanding Hookup Culture: What's Really Happening on College Campuses

Moolaade (Watch Prior to Class: March 24)

ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory. Please contact your professor prior to any absence that interferes with your ability to complete your work. It is up to the student to take the initiative to make up missed work in a timely fashion. Note that Semester at Sea courses are interactive. All students are encouraged to participate fully in discussions and to ask questions.

UNION SEMINARS

Faculty members on the Spring 2017 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 these sessions.

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 November 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.

ABOUT YOUR PROFESSOR

Welcome to Semester at Sea! You are on the cusp of a wonderful adventure, and will be forever changed by this experience. I am honored to be on this voyage with you.

I am a professor from Portland State University (PSU) in Oregon, and was a professor at the University of Florida before that (go Gators). Before living in Florida I was at the University of Alaska – I do like to travel. I live in the San Juan Islands off the coast of Washington, accessible only by ferry.

My PhD is in Sociology, specializing in family, medical sociology, and gender issues. I also have a Master's Degree in Social Work. I stumbled upon sociology by accident. At my community college I began studying journalism. However, after a couple of semesters, I found covering the sports beat rather boring, and meanwhile fell in love with my sociology general studies course. These things happen – I switched my major and have never looked back.

At PSU I teach a year-long interdisciplinary Freshman Inquiry course; Human Sexuality; Families, Relationships, and Health; and several introductory courses. My research areas focus on families, poverty, and access to health care. I have written 6 books and more than 35 research papers published in scientific journals. I am a Fulbright Scholar and taught in China a few years ago. That was an incredibly eye-opening experience and window into another culture.

I am married to Rich Meenan and have two daughters, Natalie, in 10th grade, and Olivia, who is in 8th grade. They are all on the voyage with us, and in fact, you may find Natalie in one of your classes. (If so, please be nice to her – she's a little nervous to be around all these college students.) I also have two young Australian Shepherd dogs–Stella and Bart. I enjoy hiking, cycling, and kayaking, and hanging out with my pack when I am at home.

I look forward to working with you this term, and feel confident that we will have an interesting and productive time on our voyage. I know we are all eager to learn more about the countries that we visit. Please be aware that I have high standards in my courses; however, I know you can do well if you stay focused and spend an appropriate amount of time on the course. Yes, we all want to have a great experience on this voyage, but please remember that learning sociology in this incredible setting can be a large part of the fun. Please call on me if you have any questions or concerns. **I am here to help you be successful.**