

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: Sociology

SOC 2320: Gender & Society

Lower Division

Faculty Name: Andrea Parrot

Pre-requisites: Introductory Sociology or Biology course recommended.

COURSE DESCRIPTION:

Participants in this course will examine the significance of gender in global societies today. The course begins with the assumption that gender is a social construct and evaluates gender identity and sexuality from this perspective. We will also look at how social institutions (i.e., the family, work, and education) and biology shape gendered experiences in everyday life. The course will illustrate how changes at the institutional level can have profound effects on the ways in which individuals experience their gender and sexuality. We will discuss the sociological, cultural, biological and medical issues related to “third genders.” Students will explore gender in the field/lab experiences to learn about the ways in which different societies understand the practice and meaning of gender.

COURSE OBJECTIVES

1. Differentiate between the concepts of sex and gender, focusing on the socially constructed character of gender.
2. Explore our own gender socialization and compare it with gender socialization in other countries.
3. Understand the meanings of patriarchy and gender inequality across cultures.
4. Analyze societal institutions from a gender perspective
5. Discover the ways in which gender is viewed differently through cultural lenses

REQUIRED TEXTBOOKS:

The Sociology of Gender (2010) 3rd ed by Lauren Kramer, published by Oxford University Press, paperback
ISBN-10: 019538928X

Truth about Me: A Hijra Life Story (2011) by A. Revathi
ISBN-10: 0143068369

TOPICAL OUTLINE OF COURSE

A1- January 12: (Lacey)

Course Introduction

. Muxe – Third Gender in Mexico

A2- January 14: (Kramer chapter 1)

Gender definitions and reality

A3- January 16: (Kramer, chapter 2)

Sex vs Gender

- Biological differences

January 17: Hilo

A4- January 19: (Kramer, chapter 3)

Gender identities

- Intersexed, Transgendered, Transsexual

A5- January 25: (Kramer, chapter 8; Towle & Morgan)

Social constructions - The “third” gender

- Vegetarian boys - Japan

A6- January 30: (Kramer, chapter 7)

§ Gender Stereotyping

§ Patriarchy

January 29 - February 3: Yokohama, Transit, Kobe

A7- January 27: (Kramer chapter 5)

Ways of understanding gender

§ Socialization

- Family
- Education
- Work

§ The socialization process

Gender ratio imbalance in Asia

February 6 - 11: Shanghai, Transit, Hong Kong

A8- February 4:

Discuss gender ratio imbalance in China

Cultural ways of understanding gender

A9- February 12: (Kramer, chapter 4; Bilefsky; Roscoe)

- Fafafine - Samoa
- Berdache – Native Americans
- Sworn virgins -Albania

February 14 - 19: Ho Chi Minh City

A10- February 20:

- Kathoey (Lady boys) - Thailand
- Guevedoche – Dominican Republic

February 22 - 23: Singapore

A11- February 24:

- Mashoga – Kenya
 - Crossdressing – global
- Test 1

February 27 - March 4: Rangoon

A12- March 5: (Schilt)

- Gay/straight/bi - global
- Boshia Posh (Girls raised as boys) – Afghanistan

A13- March 7: (Revathi)

Hijra – India

Discuss The Truth About Me

March 9 - 14: Cochin

A14- March 15:

Discuss Gender issues in India

A15- March 18: (UN MDG 3; Leonhardt; Schilt)

Gender in Institutions

§ Education

§ Media

§ Law

March 21: Port Louis

A16- March 20:

Gender based violence

§ Types of gender based violence

§ Consequences of gender based violence

A17- March 23: (Parrot and Cummings)

Gender based violence

A18- March 26:

Test 2

March 28-April 2: Cape Town

A19- April 3: (WHO; UN MDG 5, 6, Kristof & WuDunn)

Discuss Gender based violence issues in Africa

Gender and health

§ HIV/AIDS

A20- April 5:

§ Access to health care

§ Maternal mortality

§ WHO and UN response

A21- April 8:

Millennium Development Goals related to gender

Prepare for Ghana

April 10-14: Ghana

A22- April 15:

Discuss gender issues in health care in Africa

A23 – A24 (April 17 & 20):

Student reports

A 25: April 28

Final Exam

April 23-27: Casablanca

May 2: Arrive in England

FIELD WORK

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

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

HIV/AIDS and sexual health and human rights of the LGBT community in South Africa.

We will visit an organization that works to eradicate discrimination against and within the LGBT community and provide services to this community. Students on this field lab will learn about homosexual transmission and prevention of HIV/AIDS, and how gay men are viewed, heterosexual transmission within marriage, prevention in that context the role polygamy plays in transmission and prevention in that context, and the political issues addressed in the new South African constitution about gay marriage and gay rights. We will also address treatment for HIV positive people in South Africa.

Academic Objectives:

1. Understand what the Triangle Project does toward eradicating discrimination against and within the LGBT community and what services they provide to this community.
2. Develop a better understanding of the current scope of HIV/AIDS in South Africa and strategies within the country to address the problems associated with HIV/AIDS
3. Understand the way HIV is addressed within the Townships, and the government's efforts to reduce the incidence, prevalence and severity of HIV in SA.

Attire for this field lab is **Business casual:**

What to Wear: For women, skirt or slacks and a blouse or collared shirt. For men, dress pants, a button down or polo. Personal appearance groomed and neat. Comfortable closed toe shoes.

Do NOT Wear: Tee shirts, flip flops, sneakers, jeans, shorts, short skirts, sweat pants, leggings, tank tops, and/or wrinkled, revealing, stained or dirty clothing.

FIELD ASSIGNMENTS

Field Component:

- Students will participate in the field lab related to the class. Students will be expected to write a comparison research paper on one of the issues presented during the field lab based on observations during the field lab as well as in another culture we will experience during the voyage. The students' analyses must be appropriate, culturally sensitive, and professionally presented, and should be related to the material presented in lecture or readings. Students will be expected to reference the course text, lecture, and at least 5 other scholarly and/or reputable sources using APA guidelines. Students will also make a brief presentation in class on the chosen issue in the non-field lab culture, for example if the field lab addresses HIV prevention in South Africa, the student may compare this approach to HIV prevention in China. The paper will present a comparison between those two approaches, and the class presentation made by the student will be on HIV prevention in China. (Comparative paper = 25% of the course grade, the class presentation will be worth 10% of your grade)

METHODS OF EVALUATION

1. Oral report 10%
2. Paper on field research 25%

3. Attendance and class participation (Participation in class activities; respectful and appropriate comments, which reflect evidence of readings. No student should dominate discussion. Appropriate behavior, appropriate participation in field lab) 20%
4. Tests 45%

METHODS OF EVALUATION / GRADING RUBRIC

SAS Paper Evaluation Criteria

Evaluation Criteria	Point value				
Appropriate issue selected	2	1.5	1	.5	0
Appropriate countries (2) selected	1	.75	.5	.25	0
Comparison of 2 countries	2	1.5	1	.5	0
Logical progression of ideas	2	1.5	1	.5	0
Ideas clearly presented	2	1.5	1	.5	0
Scholarly/reputable sources cited in text	2	1.5	1	.5	0
Appropriate Analysis tied to course readings and/or lecture	4	3	2	1	0
Grammar and spelling	2	1.5	1	.5	0
Correct length (double spaced typed pages, 12 point font, standard margins) plus bibliography	2	1.5	1	.5	0
APAformat	2	1.5	1	.5	0
5 scholarly/reputable sources used excluding course readings, current sources (since 2004)	2	1.5	1	.5	0
Professional manner of presentation	2	1.5	1	.5	0
Printed back to back					

Total Possible = 25

Note: one point will be deducted for every day the paper is late.

Oral Report Evaluation Criteria

Issue and Country					
Appropriate issue and country selected	1	.75	.5	.25	0
Critical Evaluation of issues	2	1.5	1	.5	0
Important points presented	2	1.5	1	.5	0
Relationship to class material/Field lab	2	1.5	1	.5	0
Professional manner of presentation, Creativity	1	.75	.5	.25	0
Questions answered effectively	1	.75	.5	.25	0
Clarity	1	.75	.5	.25	0

Total Possible Points 10

RESERVE LIBRARY LIST

Roscoe, W. (1992) *Zuni Man/Woman*. University of New Mexico Press

- ISBN-10: 0826313701

Parrot, A., & Cummings, N. (2006) *Forsaken Females: The Global Brutalization of Women*
Rowman & Littlefield Publishers

- ISBN-10: 0742545792

Kristof, N., & Wu Dunn, S (2009) *Half the Sky*. Vintage Press

- ISBN-10: 0307387097

ELECTRONIC COURSE MATERIALS

Bilefsky, D. (2008, June 25). "Albanian Custom Fades: Woman as Family Man." *The New York Times*, <http://www.nytimes.com/2008/06/25/world/europe/25virgins.html>

Kristof, N., & Wu Dunn, S. (2009) *Half the Sky*, Vintage Press. Chapter 7

Lacey, M. (2008). "A Lifestyle Distinct: The Muxe of Mexico." *The New York Times*, December 7 <http://www.nytimes.com/2008/12/07/weekinreview/07lacey.html>

Parrot, A. and Cummings, N. (2006) *Forsaken females: The global brutalization of women*, Rowman and Littlefield. Chapter 1.

Roscoe, W. (1992) *Zuni Man/Woman*. University of New Mexico Press. Chapter 1

Schilt, K. (2006), "Just One of the Guys?: How Transmen Make Gender Visible in the Workplace." *Gender & Society*. 20 (4) 465-490.

Towle, E. B. , & Morgan, L. M. (2002) Romancing the Transgender Native: Rethinking the Use of the "Third Gender" Concept *GLQ: A Journal of Lesbian and Gay Studies*, 8, (4) 469-497

UN (2012) *Millennium development goals (MDG) report 2012*

(<http://www.un.org/en/development/desa/publications/mdg-report-2012.html>)

- goal 3 Gender equality
- goal 5 Maternal mortality
- goal 6 HIV/AIDS

WHO (2012) *Gender, Women and Health*. (<http://www.who.int/gender/en/>)

ELECTRONIC COURSE MATERIALS

ADDITIONAL RESOURCES

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]."