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.


PUBLISHER: Oxford University Press.

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


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.

2) Sapolsky, Robert M. “Testosterone Rules.”

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.

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.

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.

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.

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.

2) Excerpts from Aimee Molloy’s However Long the Night.
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.

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.”

No Classes—October 28

A12—October 30: Gender and Sex Tourism

Readings: Three readings on Brazil on E-Reserve.

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.

2) TBA

A15—November 11: Gender and Work

Readings: Three readings from Kimmel and Aronson anthology.


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’.”

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.

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.”

A20—November 29: The Gendered Body

Readings: Three readings from Kimmel and Aronson anthology.


A21—December 5: Gender in Ecuador

Readings: Two readings on E-Reserve

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

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.

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.”

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 2): Reducing FGM in Senegal: The Tostan Way

Dakar, Senegal - October 24, 2016

The successful women’s human rights NGO, Tostan (http://www.tostan.org) is, headquartered in Dakar, Senegal, and concentrates on women’s empowerment programs with regard to FGM, Child marriage, economics, education, and governance in Senegal and five other West African countries, including Gambia, Guinea, Guinea-Bissau, Mali, and Mauritania.

Tostan was founded in 1994 and is headed by Molly Melching, an American who was first a volunteer in Senegal and then a Peace Corps worker there. You will read about her before we arrive in Dakar, in the book However Long the Night: Molly Melching’s Journey to Help Millions of African Women and Girls Triumph. Unlike most other programs in FGM-countries, Tostan has had marked success in reducing the prevalence of FGM in Senegal through its Community Empowerment Program (CEP), a grass-roots, community-based program used by Tostan in all areas of its work.

In the morning, we will visit the Tostan offices in Dakar, where the staff will talk with us about the following: FGM; other women’s issues in Senegal; the details, history, and examples of its Community Empowerment Program (CPE); how Tostan helps facilitate empowerment for women in Sengalese communities; and why it has been successful.

After lunch, we are planning to go to a CPE village that has been positively affected by Tostan’s work. We will talk with women there about how they achieved those changes; the kinds of activities the community engaged in to meet goals they set for themselves; problems they encountered; and what else needs to be done. In addition, we will talk with the women about their everyday lives and the hopes and dreams they have for themselves and their children.

In this field class, we will be talking with Sengalese women for whom FGM is an everyday reality, not a course topic. You will connect what you see, hear, observe, and talk about at Tostan and in the community with what you have learned in the course, about the millions of girls vulnerable to FGM all over the world. You will turn in a 3-5 page reflection paper on this field class, discussing what you learned from this field experience and connecting it to the readings.

Objectives:
1. Connect the course readings to the reality of female genital mutilation (FGM) and other women’s issues in Senegal.

2. Learn more from Tostan staff about the following: the strategies it uses to reduce occurrence of FGM in Senegal and why its methods are more successful than methods used in other countries; how its Community Empowerment Program (CEP) operates and how and why it is successful in empowering women in Senegalese communities.

3. Connect the readings on FGM to learning directly about this practice from locals in a country that has successfully reduced FGM numbers.

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+ (Excellent)
- 94 to 96: A
- 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

AUTHOR: Hays, Sharon.
TITLE: *Flat Broke With Children: Women in the Age of Welfare Reform*
PUBLISHER: Oxford
ISBN #: 978-0195176018

AUTHOR: Kimmel, Michael and Amy Aronson. Editors.
TITLE: *The Gendered Society Reader*
PUBLISHER: Oxford University Press.
ISBN #: 978-0-19-992749-4

AUTHOR: Kulick, Don.
TITLE: *Travesti: Sex, Gender, and Culture Among Brazilian Transgendered Prostitutes*
PUBLISHER: University of Chicago
ISBN #: 978-0-22-646100-7

AUTHOR: Molloy, Aimee.
TITLE: *However Long the Night: Molly Melching’s Journey to Help Millions of African Women and Girls Triumph*
PUBLISHER: HarperOne
DATE/EDITION: 2013.

AUTHOR: Aulette, Judy Root and Judith Wittner.
TITLE: *Gendered Worlds*
PUBLISHER: Oxford University Press.
ISBN #: 978-0-19-9335619
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.
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
DATE: 2015.
PAGES: 888-913.

AUTHOR: Edin, Kathyrn 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.
PAGES: 187-220.

AUTHOR: Fuller, Norma.
JOURNAL/BOOK TITLE: Men and Masculinities
VOLUME: Volume 3, No. 3.
PAGES: 316-331.
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.
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.
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.
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