

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Spring 2016**  
**Discipline: Sociology**  
**SOC 2320-101: Gender and Society**  
**Division: Lower**  
**Faculty Name: Romel W. Mackelprang**  
**Credit Hours: 3; Contact Hours: 38**

**Pre-requisites:** None

## **COURSE DESCRIPTION**

This course examines the roles that gender and sex play in societies. The course will critically analyze gender roles and structures historically and contemporarily, and in multiple societal and cultural contexts. We will explore the intersections of sex and sexualities, race and ethnicity, social class, spirituality, and disability in global contexts through gendered lenses. We will examine the ways in which societal gendered constructions are used to promote power and privilege and to promulgate gender inequalities in economics, health care, education, sexuality, and personal expression. We will analyze US and western gender constructions from which we will then explore gender in societies and contexts globally.

Students will be introduced to the Social Ecological perspective and analyze course material the perspectives domains: a) the biosocial domain, connecting biological attributes to social and societal contexts; b) the psychosocial domain, connecting social contexts to identity as well as physical and mental health; and c) the social-structural domain that examines how social policies, institutions, and structures reflect societal values and determine societal practices.

This course will provide students the opportunity to engage in critical thinking; to analyze and challenge their personal beliefs as well as those of their instructor and colleagues.

## **COURSE OBJECTIVES**

The structure for meeting course objectives will be to learn about and analyze course content in the US/ western context that students are familiar with; then learn about and apply them global contexts; emphasizing the countries and cultures that students are exposed to throughout the semester.

- Compare and analyze sex and gender
- Assess the personal meanings and impact of sex and gender as well as other diverse identities

- Review sex, gender, sexual orientation, and gender identity as binary concepts and re-evaluate them from continuum perspectives
- Analyze how gender socialization, stereotypes, and gender inequality reflect societal values and impact people's lives
- Assess the impacts of gender inequality in societal institutions, including government, health care, education, and business and work contexts
- Evaluate intersections of gender, sex, race and ethnicity, social class, disability and other diversities

## **REQUIRED TEXTBOOKS**

AUTHOR: Kimmel, M. & Aronson, A.

TITLE: The Gendered Society Reader.

PUBLISHER: Oxford University Press.

ISBN #: 978-0199927494

DATE/EDITION: 2013/5<sup>th</sup> Edition

OTHER READINGS: Other required supplemental articles/ readings are on reserve or available on the intranet, and contain materials specific to the countries and cultures to which students will be exposed during the quarter.

## **TOPICAL OUTLINE OF COURSE**

**Depart Ensenada- January 5:**

### **A1- January 7: Class Introduction**

Class activity: Review syllabus, grading policy; Introductions

Readings: None

### **A2-January 9: Biological Explanations of Gender**

Class Activity: Lecture and discussion

Text Readings:

Robert M. Sapolsky: Testosterone Rules

Stevi Jackson and Amanda Rees. The Appalling Appeal of Nature: The Popular Influence of Evolutionary Psychology as a Problem for Sociology

### **A3- January 11: Social and Cultural Gender Constructions**

Class Activity: Lecture and discussion

Text Readings:

Judith Lorber. Men as Women and Women as Men: Disrupting Gender

Gilbert Herdt. Coming of Age and Coming Out Ceremonies Across Cultures.

Serena Nanda. Cultural Patterns and Sex/Gender Diversity.

Additional Reading:

Kristen Marquise Garwood. Gender, Social, Hierarchy, and the Kapu System in Pre-European contact Hawaii House Sites

**Assignment #1:**

Brief Paper

**Honolulu: January 12**

**A4-January 14: The Impact of Sex Roles on Individuals and in Society**

Class Activity: Lecture and discussion

Text Readings:

Janet Shibley Hyde. The Gender Similarities Hypothesis

C. J. Pascoe. "Dude You're a Fag": Adolescent Masculinity and the Fag Discourse

**A5-January 17: The Impact of Sex Roles on Individuals and in Society**

Class Activity: Lecture and discussion

Text Readings:

Michael A. Messner. Barbie Girls Versus Sea Monsters: Children Constructing Gender

Deborah L. Tolman. It's Bad for Us Too: How the Sexualization of Girls Impacts the Sexuality of Boys, Men, and Women

**Study Day: January 19**

**A6- January 20: Social Relations and Gender**

Class Activity: Lecture and discussion

Candace West and Don H. Zimmerman. Doing Gender

Candace West and Sarah Fenstermaker. Doing Difference

**A7-January 22: Gender, Social Relations, and Politics: Japan and Western Societies**

Class Activity: Lecture and discussion

Text Readings:

Cynthia Fuchs Epstein. Great Divides: The Cultural, Cognitive, and Social Bases of the Global Subordination of Women

Cecilia L. Ridgeway. Framed Before We Know It: How Gender Shapes Social Relations

Additional Readings:

Laura Dales. Single women and their households in contemporary Japan

Larua Dales. Suitably Single? Representations of singlehood in contemporary Japan

**Yokohama: January 24-25**

**In-Transit: January 26**

**Kobe: January 27-28**

**A8- January 29: The Gendered Family in China and the U.S.**

Class Activity: Lecture and discussion

Additional Reading:

David Jordan: The Traditional Chinese Family and Lineage

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

### **A9- February 6: Gender, Household, and Society in Viet Nam**

Class Activity: Lecture and discussion

Additional Reading:

John Knodel, Vu Manh Loi, Rukmalie Jayakody, and Vu Tuan Huy. Gender Roles in the Family: Change and Stability in Vietnam.

Ho Chi Minh: February 8-12

### **A10- February 13: Gender Roles in Singapore**

Class Activity: Lecture and discussion

Additional Reading:

Vivienne Wee & Sarah Hill. Gender dimension to inequality in Singapore

Shirley Hsiao-Li Sun. Re-Producing Citizens. Gender, Employment, and Work-Family Balance Policies in Singapore

Singapore Association of Women for Action and Research. History and Achievements & Time for Anti-discrimination Law

Study Day: February 15

### **A11-February 16: Gender and Religion**

Class Activity: Lecture and discussion

Text Readings:

Jen'Nan Ghazal Read and John P. Bartkowski. To Veil or Not to Veil: A Case Study of Identity Negotiation among Muslim Women in Austin, Texas,

Laura M. Carpenter. Like a Virgin . . . Again?: Secondary Virginity as an Ongoing Gendered Social Construction

Additional Readings:

Daisaku Ikeda. Gender Equality in Buddhism

International Federation for Human Rights. Burma's "Saffron Revolution" is not over:

Time for the international community to act

Roger Bischoff. Buddhism in Myanmar: A Short History

Yangon: February 18-22

### **A12-February 23: Gender, Politics, and Religion**

Class Activity: Lecture and Discussion

Text Readings

J. Edward Sumerau. "That's What a Man Is Supposed to Do": Compensatory Manhood Acts in an LGBT Christian Church

Shahra Razavi and Anne Jenichen. The Unhappy Marriage of Religion and Politics: Problems and Pitfalls for Gender Equality

Additional Reading

UN Secretary General. Report of the Secretary-General on Women and Peace and Security

**A13- February 25: The Gendered Body**

Class Activity: Lecture and Discussion

Text Readings

Susan Bordo. The Body and the Reproduction of Femininity

Raine Dozier. Beards, Breasts and Bodies: Doing Sex in a Gendered World

Kaitlyn Regehr. The Rise of Recreational Burlesque: Bumping and Grinding Towards Empowerment

**Cochin: February 27-March 3**

**A14-March 4: Gendered Classrooms**

Class Activity: Lecture and Discussion

Text Readings

Diane Reay. "Spice Girls," "Nice Girls," "Girlies," and "Tomboys": Gender Discourses, Girls' Cultures, and Femininities in the Primary Classroom

Wayne Martino. Policing Masculinities: Investigating the Role of Homophobia and Heteronormativity in the Lives of Adolescent School Boys

Steven Roberts. "I Just Got On With It": The Educational Experiences of Ordinary, Yet Overlooked, Boys

Study Day: March 6

**A15-March 7: Gendered Workplaces**

Class Activity: Lecture and Discussion

Paula England. The Gender Revolution: Uneven and Stalled

Christine L. Williams. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions

Adia Harvey Wingfield. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work

Kristen Schilt and Matthew Wiswall. Before and After: Gender Transitions, Human Capital, and Workplace Experiences

Kim Elsesser and Letitia Anne Peplau. The Glass Partition: Obstacles to Cross-Sex Friendships at Work

**Port Louis: March 9**

**A16- March 10: Families and Gender**

Class Activity: Lecture and Discussion

Text Readings

Andrew J. Cherlin. American Marriage in the Early Twenty-First Century

Caryn E. Medved and William K. Rawlins. At-Home Fathers and Breadwinning Mothers: Variations in Constructing Work and Family Lives,

**A17-March 13: Families and Gender**

Class Activity: Lecture and Discussion

Text Reading

Dana Berkowitz. Can a Gay Man Be a Housewife?: Gay Fathers Doing Gender, Family, and Parenting,

Additional Reading

Gopi Shankar. Genderqueer: The minority among minorities.

**Cape Town: March 15-20**

**A18- March 21: Gender and Gender Roles in South Africa**

Class Activity: Lecture and Discussion

Additional Readings

Government of South Africa. Green Paper on Families: Promoting Family Life and Strengthening Families in South Africa

Commission on Gender Equality (South Africa). EXPECTATIONS UNFULFILLED? Assessing the effectiveness of the National Council on Gender-Based Violence.

Morag Naledi McKenzie. Gender and Gender Roles in South Africa

**A19-March 23: The Gender of Violence**

Class Activity: Lecture and Discussion

Text Readings

Angela Stroud. Good Guys With Guns: Hegemonic Masculinity and Concealed Handguns

Carleen M. Thompson, Susan M. Dennison, and Anna Stewart. Are Female Stalkers More Violent Than Male Stalkers?

Carleen M. Thompson, Susan M. Dennison, and Anna Stewart. Understanding Gender Differences in Stalking Violence Using Contemporary Sociocultural Beliefs

**A20-March 25: Gender, Families, and Domestic Violence**

Class Activity: Lecture and Discussion

Text Readings

Peggy Reeves Sanday. Working a Yes Out

Betsi Little and Cheryl Terrance. Perceptions of Domestic Violence in Lesbian Relationships: Stereotypes and Gender Role Expectations

**Tema: March 27-28**

**Takoradi: March 29-31**

**A21- April 1: Gender and Gender Roles in West Africa**

Class Activity: Lecture and Discussion

Additional Readings

Sylvia Chant and Gareth Jones. Youth, Gender and Livelihoods in West Africa: Perspectives from Ghana and The Gambia

Gabriel Constanza. The State of Gender Relations in Africa. An assessment of the multi-faceted issue of gender in Africa

**A22-April 3: Gender and Media**

Class Activity: Lecture and Discussion

Miranda A. H. Horvath, Peter Hegarty, Suzannah Tyler, and Sophie Mansfield. "Lights on at the End of the Party": Are Lads' Mags Mainstreaming Dangerous Sexism?,

Shira Chess. Cerebrum: Productivity, Gender, and Video Game Advertising

Miles White. Real Niggas: Black Men, Hard Men, and the Rise of Gangsta Culture

**A23: April 5: Gender and Intimacy**

Class Activity: Lecture and Discussion

Beth A. Quinn. Sexual Harassment and Masculinity: The Power and Meaning of "Girl Watching"

Aaronette M. White. "You've Got a Friend": African American Men's Cross-Sex Feminist Friendships and Their Influence on Perceptions of Masculinity and Women

**Casablanca: April 7-11**

**A24: April 13:**

**Final Project Poster Session Day**

**April 16: Disembarkation Day**

**FIELD LAB**

Students will visit Blikkiesdorp in the Township of Delft, a settlement of 1500 shacks and as many as 10,000 people, many of them children. In Blikkiesdorp ("tin can village") electricity is limited and there is a supply of water, but the sewer system is inadequate so that as many as 40 people must share one toilet.

We will be the guests of Hope Cape Town Association, a nonprofit organization that offers community outreach, education and counseling focusing on HIV/AIDS and TB in the Western Cape Province of South Africa. We will meet with Association staff to discuss their work at Tygerberg Children's Hospital, that provides specialty pediatric care for infants with HIV/AIDS, TB or various cancers. We will also meet HOPE Community Health Workers staff including staff who are involved in community based HIV care. Students will discuss challenges in providing

health care and sanitation to a very low income population living in a community with few resources and little health or sanitary infrastructure. Through this experience participants will gain insight into HIV/AIDS and poverty in South Africa and the implications for families. Particular attention will be given to the differential gender impacts of poverty, HIV, and other diseases in sub-Saharan Africa.

#### Educational Objectives:

1. Students will compare and contrast health and health care for those in poverty in sub-Saharan Africa to highly resourced health care in South Africa and the US.
2. Students will understand the evolution of HIV/AIDS in South Africa and evaluate the gender implications of HIV and poverty on people and families in South Africa.
3. Students will assess sociological and cultural factors, including ethnicity in post-Apartheid South Africa.
4. Students will compare and contrast issues facing colonized South African families and colonized and/ or minority groups in other countries.
5. Students will use this field lab as a vehicle to understanding how to incorporate cognitive learning and how emotional experiences impact learning and understanding.

Assignment: Students will write a 3-5 page research paper that connects insights from the field trip to class learning. They will address gender and family related issues related to health, illness, and health care in South Africa and analyze them in the context of their own experiences. They will also address how cultural and political influences influence the lives of people along dimensions of socio-economic status, gender and sex, gender roles. Papers will incorporate at least four references from the literature to support their conclusions.

#### **METHODS OF EVALUATION / GRADING RUBRIC**

1. Participation and attendance: Attendance and participation are mandatory for this course. Participation includes active listening, contributions to class discussions, and responding to the instructor's requests for contributions to class discussions. Attendance and participation are worth 5% of the total grade, however, more than three absences will result in a drop of one full grade (barring significant extenuating circumstances).
2. Brief Paper: Students will write a 1-2 page paper outlining their hopes for this class and of the semester relative to issues related to gender and society. This assignment is not graded, however, is mandatory and non-submission will result in a ½ grade deduction for the course. The paper will also be used as a catalyst for class discussion and will be revisited throughout the semester to assess progress toward goals and how initial goals evolve.
3. Paper #1: Students will complete a 3 page paper (approximately) discussing their families of origin, how the concept of family was defined in their families of origin. They will then discuss their definitions and beliefs about what defines families and how their views are shaped by experience that might include social class, education, ethnicity, culture, and emerging laws and policies. Due January 17, this paper will comprise 10% of the final grade.\*
4. Quizzes: Weekly quizzes, generally consisting of 10 multiple choice questions will be taken using the onboard intranet. Quizzes will primarily cover class readings, supplemented



by class discussions and lectures. Combined quizzes will comprise 20% of the course grade.

5. Integration Papers: Students will write five, 1-2 page integration papers applying course content from the classroom to in-port experiences. These papers will, a) address the chosen class content, b) apply in-port experiences to class content and literature, and c) discuss personal insights and contrasts between the two learning experiences. Students will cite at least two references from the literature as points of comparison. 20% of final grade.\*
6. Field trip assignment, integrative paper. (See field trip for full articulation of the assignment.) 20% of total grade.\*
7. Students will engage in, and report on a topic related to gender and society of their choice. They will report on their research by preparing and presenting a professional poster and/ or power point format on the last two class periods. The format for presentations will mirror “poster sessions” at professional conferences in which students will present their work to individuals or small groups from the class. Other voyage participants will also be invited to see students’ works. In addition, students will write a 3-5 page (approximately) paper that that complements the poster presentation using minimum of 5 references. Presentations topics will be cleared with the instructor in advance and include topic areas such as:
  - a. A comparison of gender roles in the US and South Africa
  - b. Women’s rights in emerging global contexts
  - c. Domestic violence and the role of gender in Vietnam and India
  - d. Microcredit loans and gender.
  - e. The evolution (or non-evolution) of power and privilege in families and cultures
  - f. Gender identity, sexual orientation and orientation identity in multicultural contexts
  - g. Cultural influences on the importance of love and romance as motivators to create families
  - h. Gender and opportunity in education
  - i. The role of gender in employment
  - j. Cultural influences on sex and erotica

Each presentation will incorporate international or global content using learning from the Semester at Sea experience. 25% of total grade.\*

\*Note: Written assignments and presentations will be graded using rubrics developed for specific assignments using the following general format

Sample Rubric for Grading Student Papers and Assignments

Criteria	Scoring range 1= poor to 10 =superior	Instructor feedback
Depth and breadth of coverage of topic assigned is		
Content is accurate and well supported		
Articulates insights and learning		

Writing conventions (e.g. construction, spelling, grammar)		
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### **RESERVE BOOKS AND FILMS FOR THE LIBRARY**

Reserve textbooks will be provided at a date prior to Semester start.

### **ELECTRONIC COURSE MATERIALS**

Instructor will provide films, videos, or other resources prior to the Semester.

### **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]."