

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: None

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, group 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: "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 TEXTBOOKS

AUTHORS: Kimmel, M. and Aronson, A.

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

This class is run as a seminar and requires student participation. Please plan on reading three to four short articles per class. In addition to the Kimmel and Aronson anthology, I will assign readings related to the countries we are visiting. These readings can be found in the Electronic Course Materials list for this class. I will also assign data sheets on gender equality from United Nations documents and the OECD data on gender equality for various countries. Please come to class with the readings completed and answers to the questions below:

- What is the author's main point or argument?
- What particular concepts or quotes from the text do you find most compelling?
- What theories and research methods does the author use to demonstrate their point?
- What are the strengths and weaknesses of this argument?
- How does this reading contribute to your understanding of sociology?

TOPICAL OUTLINE OF COURSE

Depart Ensenada January 5

A1-January 7

Welcome, introductions, overview of the course

A2-January 9: Biological Arguments about Gender

- 1) Cavemen Masculinity: Finding Manhood in Evolutionary Science.
- 2) Testosterone Rules.
- 3) The Appalling Appeal of Nature: The Popular Influence of Evolutionary Psychology as a Problem for Sociology.

A3-January 11: Cultural Arguments about Gender

- 1) Men as Women and Women as Men: Disrupting Gender.
- 2) Coming of Age and Coming Out Ceremonies.
- 3) Cultural Patterns and Sex/Gender Diversity.
- 4) Hawaii Reading Packet (on E-reserve)

Hawaii January 11

A4-January 14: The Psychology of Sex Roles

- 1) The Gender Similarities Hypothesis.
- 2) It's Bad for Us Too: How the Sexualization of Girls Impacts the Sexuality of Boys, Men, and Women.

A5-January 17: The Social Construction of Gender Part I

- 1) Doing Gender.
- 2) Doing Difference.

A6-January 20: The Social Construction of Gender Part II

- 1) Great Divides: The Cultural, Cognitive, and Social Bases of the Global Subordination of Women.
- 2) Framed Before We Know It: How Gender Shapes Social Relations.
- 3) Japan Reading Packet (on E-reserve)

A7-January 22:

Exam #1

Japan January 24-28

A8-January 29: The Gendered Family Part I

China Reading Packet (on E-reserve)

China and Hong Kong January 31-February 5

A9-February 6: The Gendered Family Part II

- 1) American Marriage in Early Twenty-First Century.
- 2) At-Home Fathers and Breadwinning Mothers: Variations in Constructing Work and Family Lives.
- 3) (How) Does the Sexual Orientation of Parents Matter?
- 4) Vietnam Reading Packet (on E-reserve)

Vietnam February 8-12

A10-February 13: The Gendered Classroom

- 1) “Spice Girls,” “Nice Girls,” “Girlies,” and “Tomboys”: Gender Discourses, Girls’ Cultures, and Femininities in the Primary Classroom.
- 2) Policing Masculinities: Investigating the Role of Homophobia and Heteronormativity in the Lives of Adolescent School Boys.
- 3) “I just Got On With It”: The Educational Experiences of Ordinary, yet Overlooked Boys.
- 4) “Dude, You’re a Fag”: Adolescent Masculinity and the Fag Discourse.

A11-February 15: Gender and Religion

- 1) To Veil or Not to Veil?: A Case Study of Identity Negotiation among Muslim Women in Austin, Texas.
- 2) Like a Virgin...Again? Secondary Virginity as an Ongoing Gendered Social Construction.
- 3) The Unhappy Marriage of Religion and Politics: Problems and Pitfalls for Gender Equality.
- 4) Myanmar Reading Packet (on E-reserve)

A12-February 1

Exam #2

Myanmar February 18-22

A13-February 24: Gender and Work Part I

- 1) The Gender Revolution: Uneven and Stalled.
- 2) Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work.
- 3) Before and After: Gender Transitions, Human Capital, and Workplace Experiences.

A14-February 26: Gender and Work Part II

- 1) The Glass Partition: Obstacles to Cross-Sex Friendships at Work.
- 2) India Reading Packet (on E-reserve)

India February 27-March 4

A15-March 6: The Gendered Media

- 1) Lights on at the End of the Party: Are Lads' Mags Mainstreaming Dangerous Sexism?
- 2) A 36-24-36 Cerebrum: Productivity, Gender, and Video Game Advertising.
- 3) Real Niggas: Black Men, Hard Men, and the Rise of Gangsta Culture.

A16-March 8: Gender and Politics

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

A17-March 11: The Gendered Body

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

A18-March 13: Gendered Intimacies

- 1) The Feminization of Love.
- 2) Sexual Harassment and Masculinity: The Power and Meaning of "Girl Watching."
- 3) "You've Got a Friend": African American Men's Cross-Sex Feminist Friendships and Their Influence on Perceptions of Masculinity and Women.
- 4) South Africa Reading Packet (on E-reserve)

A19-March 15

Exam #3

South Africa March 16-21

A20-March 23: Gender and Sexuality

- 1) Dude-Sex: White Masculinities and 'Authentic' Heterosexuality among Dudes Who Have Sex with Dudes.
- 2) Hooking Up and Forming Romantic Relationships on Today's College Campuses.
- 3) Social Identities as Predictors of Women's Sexual Satisfaction and Sexual Activity.

A21-March 26: Health and Well-being

- 1) Smith, Courtney. 2011. "Who Defines 'Mutilation'? Challenging Imperialism in the Discourse of Female Genital Cutting." *Feminist Formations* 23(1):23-46. (On E-reserve)
- 2) Ghana Reading Packet (On E-reserve)

Ghana March 28-April 1

A22-April 2 The Gender of Violence

- 1) Working a Yes Out.
- 2) Good Guys with Guns: Hegemonic Masculinity and Concealed Handguns.
- 3) Perceptions of Domestic Violence in Lesbian Relationships: Stereotypes and Gender Role Expectations.
- 4) Are Female Stalkers More Violent Than Male Stalkers? Understanding Gender Differences in Stalking Violence Using Contemporary Sociocultural Beliefs.

A23-April 4

Student Field Assignment Presentations

A24-April 7

Student Field Assignment Presentations
Morocco Reading Packet (on E-reserve)

Morocco April 9-13

A25-April 15

Exam #4

Student Field Assignment Presentations
Course Wrap Up

STUDENT ASSESSMENT

1. FOUR EXAMS (40%)

Students will have four essay exams, each worth up to 10 points. I will provide you with 3 essay questions; you will choose 2 of these to answer within 50 minutes. 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%) (Only one of these Field Classes will be selected prior to our voyage.)

Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2017 Courses and Field Class page when available. 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 20% of the contact hours for this course, and will be developed and led by the instructor.

Option 1: Women's Health and Female Genital Mutilation in Ghana

In this field class we will visit the Ghana Association for Women's Welfare. Established in 1984, its mission is to eradicate harmful traditional practices that affect the health and general wellbeing of girls, in particular, female genital mutilation (FGM), also called female genital cutting (FGC)—the cultural practice that involves partial or total removal or alteration of the external female genital organs for non-medical reasons. The organization supports legislation against the practice, but also believes that to eliminate FGM there must be a multi-dimensional approach that involves all stakeholders. We

have the opportunity to learn from staff about the history of FGM – its origin, prevalence, and characteristics. We will also discover the work of the Association, and their successes and failures. Ideally we would meet with women who have had their genitals cut to learn about the experience. Afterwards, we will meet with a researcher at the University of Ghana who has done extensive work on this topic. The discussion will allow opportunities to learn about the role of research to end FGM and problems encountered when researching such a sensitive topic.

Academic Objectives:

1. Learn about the history and practice of FGM.
2. Connect the course readings to the reality of FGM and other women's issues in Ghana.
3. Identify the strategies used by the Association for Women's Welfare to reduce the occurrence of FGM in Ghana.

Students will write a 4-page paper applying the concepts learned in the course to their field experience, due at the beginning of class, April 4. Further details on this assignment will be given in class.

Option #2: 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.

Students will write a 4-page paper applying the concepts learned in the course to their field experience, due at the beginning of class, April 4. Further details on this assignment will be given in class.

3. FIELD ASSIGNMENT AND GROUP PRESENTATION (20%)

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 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 that will be presented visually and explained orally 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; 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 purpose of this assignment is to: (1) utilize a comparative approach to study one social problem in depth; (2) increase awareness of the way that culture shapes a social problem and its possible solutions; (3) gain further experience in group work; and (4) enable 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 report that incorporates your unique visual components 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 group presentation should contain approximately 25-30 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.

4. CLASSROOM ACTIVITIES (10%)

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

5. PARTICIPATION (10%)

This course will be run as a seminar rather than a lecture course. 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 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.

GRADING

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

- A 93-100 points
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D 60-70
- F 59 and below

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 will be announced.

- A Walk to Beautiful*
- Killing Us Softly 4*
- Tough Guise 2*
- Out in America*
- It's a Girl: The Three Deadliest Words in the World*
- China's Lost Girls*
- India: The Baby Makers*
- Avery*
- Violence Against Women: It's a Men's Issue*
- The Hunting Ground*
- Witches in Exile*
- A Path Appears*
- Dreaming in Morocco*

ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all classes is mandatory. Please contact your professor prior to any absence that interferes with your ability to complete your work. 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 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 at 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. Oddly, despite working in Oregon, I live in the San Juan Islands off the coast of Washington. Right now I teach primarily online courses and travel to Portland only once a month, which is good because my commute consists of a 65-minute ferry ride, and then a 5-hour drive!

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 that I already miss terribly – 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 fun, but please remember that learning sociology can be a large part of that fun. Please call on me if you have any questions or concerns. **I am here to help you be successful in this course.**

Mirroring the overall structure of *The Gendered Society*, the first sections of the reader are organized by discipline, collecting classic statements of different theoretical perspectives and research inquiries. The final sections address various substantive issues such as work, education, the family, and love and sex. Contributors include Margaret Mead, Peggy Reeves Sanday, Joan Acker, Robert M. Sapolsky, Scott Coltrane, Judith Lorber, James Garbarino, and many more. In its focus on both empirical and theoretical issues as well as its broad interdisciplinary perspective, *The Gendered Society Reader*. Item Preview. remove-circle.Â viii, 436 pages : 24 cm. Complements the text: *The gendered society*. Includes bibliographical references and index. Psychological sex differences: origins through sexual selection / Davis M. Buss -- Believing is seeing: biology as ideology / Judith Lorber -- The trouble with testosterone / Robert M. Sapolsky -- Sex and temperament in three primitive societies / Margaret Mead -- Coming of age and coming out ceremonies across cultures / Gilbert Herdt -- Rape-prone versus rape-free campus cultures / Peggy.