

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*  
**Sociology and Social Policy**

# **SOSC/SPOL 215/315**

*Gender: Politics and Policy*

## **Course Outline**



**22/24 POINTS: Trimester 2, 2007**

**COURSE COORDINATOR: DR RHONDA SHAW**

*Room 1022, Murphy Building*

*Tel: (04) 463 6134*

*Email: [rhonda.shaw@vuw.ac.nz](mailto:rhonda.shaw@vuw.ac.nz)*

**LECTURES: THURS & FRI 10.00 – 11.00 AM, ROOM HMLT003**

## LECTURER

Dr Rhonda Shaw  
Room: Murphy 1022  
Telephone: (04) 463 6134  
E-mail: [rhonda.shaw@vuw.ac.nz](mailto:rhonda.shaw@vuw.ac.nz)

## OFFICE HOURS

Tuesday 3-4pm. Friday 3-4pm. Or by arrangement.

## LECTURES & TUTORIALS

Lectures: Thursday & Friday 10.00 – 11.00am (HMLT003)  
Tutorials: Tuesday 10.00 – 11.00am (HMLT003); 2<sup>nd</sup> tutorial time to be announced

## PROGRAMME LOCATION

The Sociology Programme is located in the Murphy Building. The staff offices are on level 10 and the School Office is on level 9. Additional information will be posted on the School's student notice board, which is located on Murphy level 9.

## COURSE DESCRIPTION

This course will examine gender relations from a sociological perspective. It will draw on a variety of sociological approaches and perspectives to examine key concepts, issues and themes in the contemporary study of gender. Readings, lectures and tutorials will focus on a new topic each week. Topics will include knowledge, experience, identity, sex, gender, embodiment, reproduction, intimacy, consumption, mothering, home and work. Course materials and suggested readings will be drawn from local and international literature, but the focus will be gender relations in western societies, with particular emphasis on Aotearoa New Zealand.

## COURSE FORMAT

Two one-hour lectures per week will offer students a broad, general introduction to each topic area. Lectures will be followed by a one-hour tutorial session. Tutorial attendance is mandatory, as marks are allocated for tutorial participation and tutorial coursework. There are nine tutorials and a programme will be provided. **YOU MUST ATTEND 8 out of 9 tutorials.** Case studies will be used in tutorial settings to enable students to reflect on issues in light of their own experiences.

## **GENERAL UNIVERSITY POLICIES & STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### **STUDENT AND STAFF CONDUCT**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

### **ACADEMIC GRIEVANCES**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

### **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

#### **STUDENTS WITH IMPAIRMENTS** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

## STUDENT SUPPORT

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

### *Manaaki Pihipihinga Programme*

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### *Student Services*

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: <a href="mailto:Jenny.Neale@vuw.ac.nz">Jenny.Neale@vuw.ac.nz</a>
Liaison person for international students:	Dr Hal Levine, MY1023 Tel: 463 6132 E-m: <a href="mailto:Hal.Levine@vuw.ac.nz">Hal.Levine@vuw.ac.nz</a>
Liaison person for Maori and Pacific students:	Assoc. Professor Jeff Sissons, MY1017 Tel: 463 6131 E-m: <a href="mailto:Jeff.Sissons@vuw.ac.nz">Jeff.Sissons@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Rhonda Shaw, MY1022 Tel: 463 6134 E-m: <a href="mailto:Rhonda.Shaw@vuw.ac.nz">Rhonda.Shaw@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:Carol.Hogan@vuw.ac.nz">Carol.Hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Adam Meers and Amy Stratton MY921, Tel: 463 5317, 463 5258 and 463 5677 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

## COURSE ASSESSMENT

This is a 12-week course. Stage II students should expect to spend, on average, 15 hours per week and Stage III students should expect to spend, on average, 18 hours per week (including class contact hours) on meeting the requirements of this course.

To meet the mandatory requirements of this course students are required to submit two written assignments, complete the test, and attend tutorials (see below). This course is marked out of 100% in-term work. Your final mark will be made of four components:

- 40% Research Essay (17 August 2007)
- 30% Tutorial Workbook/Experiential Essay (5 October 2007) & Tutorial participation
- 30% in-class Test (12 October 2007)

### **RESEARCH ESSAY (40%: 2000 WORDS STAGE II/2500 WORDS STAGE III)**

#### ***Due date 17 August 2007***

Essay topics will be made available on Blackboard early in the course. Stage III students will be encouraged to develop an essay question in consultation with the lecturer, but this is not compulsory.

Details for the assignment coversheet are outlined below. All assignments must be submitted with a coversheet stapled to the front. This assignment may be handed in

at any time up to (17 August 2007). Extensions will only be given for illness (with a medical certificate) or bereavement.

### **WORKBOOK & TUTORIAL PARTICIPATION (30%)**

***Final due date 5 October 2007***

*Assessment breakdown of this part of the course:*

30% will be assigned to weekly tutorial attendance, participation and workbook entries. Assessment for this part of the course entails keeping a weekly entry of answers to questions covered in the tutorial programme. *You will be required to purchase a workbook or journal for this exercise.* Details of the tutorial programme will be available at the first lecture. Students are encouraged to work with others for this part of the course assessment, but individual workbooks must be submitted.

## **OR**

### **EXPERIENTIAL ESSAY (2000 WORDS STAGE II/2500 WORDS STAGE III) & TUTORIAL PARTICIPATION (30%)**

***Final due date 5 October 2007***

*Assessment breakdown of this part of the course:*

30% will be assigned to your experiential essay and tutorial attendance. Students will be required to select one tutorial or lecture topic for longer discussion in their workbooks. This material should be written in essay form and should be *no longer than 2000 words*. The essay or narrative will require you to analyse your chosen topic or theme from an experiential perspective. Additional details about the experiential essay will be made available on Blackboard during the course.

### **TEST (30%)**

***Date 12 October 2007***

This is a one-hour in-class test. It will consist of short answer questions and paragraph answers. All lectures will be examinable. Please note that tutorial material will build on the lectures and will be examinable in the test.

### **CLASS PARTICIPATION**

Attendance will be taken at tutorials. Remember **YOU MUST attend 8 out of 9** tutorials.

### **ASSIGNMENT BOX**

Assignments must be placed in the assignment box on level 9 in Murphy Building by 4 pm on the due date.

**They MUST NOT be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors.**

This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past, when work has 'gone missing'.

At 4 pm, the Office staff will empty the box, date-stamp work and record its receipt, before handing it to the appropriate markers.

**Students must always make and keep a photocopy of the assignment before handing it in. Faxed or e-mailed assignments will not be accepted.**

Unless students have followed this procedure, we will accept no responsibility for pieces of written work claimed to have been handed in.

## **IDENTIFYING YOUR ESSAY OR ASSIGNMENT – FRONT SHEET**

Please include the School's Assignment Cover Sheet (a sample of which can be found at the back of this course outline) as a front sheet when submitting your assignments. This ensures that you have provided essential information. You may wish to have a front page of your own on your assignment, but the top sheet must be the School's Assignment Cover Sheet. Further copies can be found at the School's Administration office on level 9 of Murphy building, and on the School's assignment box.

## **GRADES**

Sociology and Social Policy follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

PASS:	A+	85% or over
	A	80% - 84%
	A-	75% - 79%
	B+	70% - 74%
	B	65% - 69%
	B-	60% - 64%
	C+	55% - 59%
	C	50% - 54%
FAILURE:	D	40% - 49%
	E	Below 40%

All the instructors are requested to make sure that each student is informed about the above system of assessment.



## LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e.

Mark out of maximum of	Then deduct the following marks for each day it is late
10	½
20	1
30	1½
40	2

Where the due date is a Friday, any written work not handed in by 4 pm will be liable to a two-day penalty. To be effective, this policy will be consistently applied in all Sociology and Social Policy courses.

## COURSE READINGS

There is no set text for this course. A course reader will be available at the beginning of the semester at Student Notes. Some additional and supplementary readings, not in the course reader, will be placed on two-hour loan in the library. The following journals will provide you with material that is relevant to many of the issues covered in this course. Please note that this list is not exhaustive.

### *Journals*

*Australian Feminist Studies*

*Body & Society*

*Feminism and Psychology*

*Feminist Review*

*Feminist Theory*

*Gender and History*

*Hecate*

*Hypatia*

*Journal of Men's Studies*

*Men and Masculinities*

*New Zealand Sociology*

*Sexualities*

*Signs: Journal of Women in Culture & Society*

*The Sociological Review*

*Sociology*

*Social Science and Medicine*  
*Women's Studies International Forum*  
*Women's Studies Journal (NZ)*

### **Social Policy Reading**

In addition to the *Social Policy Journal of New Zealand*, which contains articles on gender, students should consult the following articles:

Cheyne, Christine, O'Brien, Mike and Michael Belgrave (2000) *Social Policy in Aotearoa New Zealand*. 2nd ed. Auckland: Oxford University Press.

Saville-Smith, Kay (1998) 'Tinkering and Picturing: The affinities and tensions between policy analysis and sociology.' In *Politics, Policy and Practice* edited by Rosemary Du Plessis & Geoff Fougere, Christchurch, University of Canterbury.

## **LECTURE OUTLINE**

### **1) Introduction** (Thursday 12 July 2007)

- Overview of the course
- Waves of feminism

#### *Reading:*

Rich, Emma (2005) 'Young women, feminist identities and neo-liberalism', *Women's Studies International Forum*. Vol. 28: 495-508. (0277-5395).

### **2) Feminism, Theory & Politics** (13 & 19 July 2007)

- Feminist perspectives and frameworks
- Introducing the sociology of gender
- Identity politics, experience, and the move to difference

#### *Readings:*

Abbott, P., Wallace, C. & M. Tyler (2005) *An Introduction to Sociology: Feminist Perspectives* (3rd edition). London: Routledge (pp. 1-15).

Renzetti, C. M. & D. J. Curran (1999) *Studying Gender: An Overview*. In *Women, Men and Society*. 4<sup>th</sup> ed. Boston: Allyn & Bacon.

Witz, A. (1997) *The Feminist Challenge*. In *The Student's Companion to Sociology*. Oxford: Blackwell.

#### *Additional Readings:*

Connell, R.W (2000) 'Debates about men, new research on masculinities'. In *The Men and the Boys*. University of California Press, Berkeley.

- Cranny-Francis, A., W. Waring, P. Stavropoulous, & J. Kirby (2003) *Ways of Talking*. In *Gender Studies: Terms and Debates*. Basingstoke, Hampshire: Palgrave MacMillan.
- Hooks, B. (2000) *Feminist Politics: Where We Stand*. In *Feminism is for Everybody: Passionate Politics*. South End Press: Cambridge, Massachusetts.
- Kavka, M. (2001) Introduction. In *Feminist Consequences: Theory For The New Century* edited by E. Bronfen & E. Kavka. New York: Columbia University Press.

### 3) *Sex-Gender Matters* (20 & 26 July 2007)

- Definitions and debates around the sex-gender distinction.
- The question of what makes bodies male or female.

#### *Readings:*

- Gatens, M. (1996) A critique of the sex/gender distinction. In *Imaginary Bodies: Ethics, Power and Corporeality*. London & New York; Routledge.
- Schmidt, J. (2003) 'Paradise Lost? Social Change and Fa'afafine in Samoa', *Current Sociology*. Vol. 5(3/4): 417-432.

#### *Additional Readings:*

- Jackson, S. (1998) *Theorising Gender and Sexuality*. In *Contemporary Feminist Theories* edited by S. Jackson & J. Jones. Washington Square, New York: New York University Press.
- Nicholson, L. (2000) *Gender*. In *A Companion to Feminist Philosophy* edited by A. Jaggar & I. M. Young. Massachusetts: Blackwell Publishers.
- Stanley, L. (2002) Should 'sex' really be 'gender' – or 'gender' really be 'sex'. In *Gender: A Sociological Reader* edited by S. Jackson & S. Scott. London & New York: Routledge.

### 4) *Doing Gender* (27 July & 2 August 2007)

- Performance, performativity & doing gender.
- Performing femininity & masculinity in Aotearoa New Zealand

#### *Readings:*

- Butler, J. (1997) *Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory*. In *Writing on the Body: Female Embodiment and Feminist Theory* edited by K. Conboy, N. Medina & S. Stanbury. New York: Columbia University Press.

#### *Additional Readings:*

- Bartlett, A. (2002) Scandalous Practices and Political Performances: Breastfeeding in the City, *Continuum: Journal of Media & Cultural Studies*, Vol. 16 (1): 111-21.

- Brickell, Chris (2003) 'Performativity or Performance? Clarifications in the Sociology of Gender', *New Zealand Sociology*. Vol. 18(2): 158-178.
- Connell, R.W. (2002) 'Masculinities and Globalisation'. In *The Life of Brian: Masculinities, Sexualities and Health in New Zealand* edited by H. Worth, A. Paris & L. Allen. Dunedin, New Zealand: Otago University Press.
- Pringle, R. (2002) Living the Contradictions: A Foucauldian Examination of my youthful rugby experiences. In *The Life of Brian: Masculinities, Sexualities and Health in New Zealand* edited by H. Worth, A. Paris & L. Allen. Dunedin, New Zealand: Otago University Press.
- Pringle, R. (2004) A social history of the articulations between rugby union and masculinities in Aotearoa/New Zealand, *New Zealand Sociology*, Vol. 19 (1): 102-128.
- Stearns, C. A. (1999) Breastfeeding And The Good Maternal Body, *Gender & Society*, Vol. 13 (3): 308-325.
- West, C. and Zimmerman, D. (1991), 'Doing gender.' In *The Social Construction of Gender* edited by Lorber, J. & Farrell, S. California: Sage.

5) *Sex & Love* (3 & 9 August 2007)

- Romantic love and plastic sexuality
- Having sex: sexual practices and desire
- Selling sex: prostitution

*Readings:*

- Braun, V., N. Gavey & K. McPhillips (2003) 'The Fair Deal'? Unpacking Accounts of Reciprocity in Heterosex', *Sexualities*, Vol. 6 (2): 237-261.
- Plumridge, Libby (2005) Good, Bad and Indifferent: Emotional Labour and Prostitution, pp. 151-164. In A. Kirkman and P. Moloney (Eds) *Sexuality Down Under: Social And Historical Perspectives*. Dunedin, New Zealand: University of Otago Press.

*Additional Readings:*

- Allen, L. (2003) 'Girls Want Sex, Boys Want Love: Resisting Dominant Discourses of (Hetero)sexuality', *Sexualities*, Vol. 6 (2): 215-236.
- Bell, S. (1994) *Reading, Writing and ReWriting the Prostitute Body*. Indiana University Press, Bloomington.
- Jamieson, L. (1998) Sex and Intimacy. In *Intimacy: Personal Relationships in Modern Societies*. Blackwell, Oxford.
- Pasko, L. (2002) 'Naked power: The practice of stripping as a confidence game', *Sexualities*, Vol. 5 (1): 49-66.
- Worth, H., A. Reid, & K. McMillan (2002) 'Somewhere over the rainbow: love, trust and monogamy in gay relationships', *Journal of Sociology*, Vol. 38 (3): 237-253.

**6) Embodiment & Altered Bodies** (10 & 16 August 2007)

- Gender, embodiment & disability
- Cyborgs, cyber-bodies & information circuits

*Readings:*

Wendell, S. (1996) *Feminism, Disability, and Transcendence of the Body*. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. New York and London: Routledge.

Potts, Annie (2004) 'Viagra cyborgs: Creating 'better manhood through chemistry'', pp. 221-238. In A. Potts, N. Gavey & A. Weatherall (Eds) *Sex And The Body*. Palmerston North, New Zealand: Dunmore Press.

*Additional Readings:*

Balsamo, A. (1999) *Reading Cyborgs Writing Feminism*. In *Cybersexualities; A Reader on Feminist Theory, Cyborgs and Cyberspace* edited by J. Wolmark. Edinburgh: Edinburgh University Press.

Haraway, D. (1991) *A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century*. In *Simians, Cyborgs, and Women: The Reinvention of Nature*. London: Free Association Books.

Klein, R. (1999) *If I'm a Cyborg rather than a Goddess will Patriarchy go away?* In *CyberFeminism: Connectivity, Critique and Creativity* edited by S. Hawthorne & R. Klein. Melbourne, Australia: Spinifex.

Shildrick, M. (1999) *This Body Which Is Not One: Dealing with Difference*, *Body & Society*, Vol. 5 (2-3): 77-92.

Shildrick, M. & J. Price (1999) *Breaking The Boundaries Of The Broken Body*. In *Feminist Theory And the Body: A Reader* edited by J. Price & M. Shildrick. New York: Routledge.

**7) The double life of home** (17 August & 6 September 2007)

- Home as metaphor
- Men, women, & homelessness

*Readings:*

Klodawsky, Fran (2006) 'Landscapes on the Margins: Gender and homelessness in Canada', *Gender, Place and Culture*, Vol. 13 (4): 365-381.

Young, Iris Marion (2005) 'House and Home: Feminist Variations on a Theme', pp. 123-154. In I. Marion Young, *On Female Body Experience: "Throwing Like a Girl" And Other Essays*. New York: Oxford University Press.

*Additional Readings:*

- Busia, A. P. A. (1998) Re:locations – Rethinking Britain from Accra, New York, and the Map Room of the British Museum. In *Multicultural States: Rethinking Difference and Identity* edited by D. Bennett. London and New York; Routledge.
- Hanmer, J. (2000) Domestic violence and gender relations: Contexts and connections. In *Home Truths about Domestic Violence* edited by J. Hanmer & C. Itzin. London: Routledge.
- Jahnke, H. T. (2002) 'Towards a secure identity: Maori women and the home-place', *Women's Studies International Forum*. Vol. 25(5): 503-513.
- Mohanram, R. (1998) (In)visible Bodies? Immigrant Bodies and Constructions of Nationhood in Aotearoa/New Zealand. In *Feminist Thought in Aotearoa/New Zealand* edited by R. DuPlessis and L. Alice. Auckland, New Zealand: Oxford University Press.

**20 August – 2 September Mid-trimester break**

**8) Reproductive Bodies (7 & 13 September 2007)**

- Human reproduction, feminist frameworks and gender analysis
- Medicalisation of pregnancy & childbirth

*Readings:*

- Casper, M. (1995) Fetal Cyborgs and Technomums on the Reproductive Frontier. In *The Cyborg Handbook* edited by C. Hables Gray. New York and London: Routledge.
- Maher, J. (2002) 'Visibly pregnant: toward a placental body', *Feminist Review*. Vol. 72: 95-107.

*Additional Readings:*

- Farquhar, D. (2000) Mothering Discourses. In *The Gendered Cyborg: A Reader* edited by J. Kirkup, L. Janes, K. Woodward & F. Hovenden. London and New York: Routledge.
- Petchesky, R. P. (2000) Foetal Images: The Power of Visual Culture In The Politics of Reproduction. In *The Gendered Cyborg: A Reader* edited by G. Kirkup, L. Janes, K. Woodward & F. Hovenden. London and New York: Routledge.
- Roberts, D. (1998) The future of Reproductive choice for Poor Women and Women of Color. In *The Politics of Women's Bodies: Sexuality, Appearance and Behaviour* edited by R. Weitz. Oxford University Press, New York.
- Sawicki, J. (1999) Disciplining Mothers: Feminism and the New Reproductive Technologies. In *Feminist Theory and The Body* edited by J. Price & M. Shildrick. New York: Routledge.

**9) The cultural contradictions of mothering** (14 & 20 September 2007)

- Good, bad, and other mothers (lesbian mothering, sole parenting, techno-mums, surrogate mothers)

*Readings:*

Baker, M. (2004) 'The Elusive Pregnancy: Choice & Empowerment in Medically Assisted Conception', *Women's Health & Urban Life*, III (1): 34-55.

Tong, R. (1996) Toward a Feminist Perspective on Gamete Donation and Reception Policies. In *New Ways Of Making Babies: The Case Of Egg Donation* edited by C. B. Cohen. Bloomington and Indianapolis: Indiana University Press.

*Additional Readings:*

Comeau, D. (2004) Lesbian Nonbiological Mothering: Negotiating an (Un)familiar Existence. In *Mother Outlaws: Theories and Practices of Empowered Mothering* edited by A. O'Reilly. Toronto: Women's Press.

James, S. M. (1993) Mothering: A Possible Black Feminist Link to Social Transformation? In *Theorising Feminisms: The Visionary Pragmatism of Black Women*. London and New York: Routledge.

Roberts, D. (1995) Racism and Patriarchy in the meaning of Motherhood. In *Mother in Law: Feminist Theory and the Legal Regulation of Motherhood* edited by M. Fineman and I. Karpin. New York: Columbia University Press.

Uttley, S. (2000). 'Lone Mothers and Policy Discourse in New Zealand', *Journal of Social Policy*, Vol. 29 (3): 441-458.

**10) Gender, paid work & domestic labour** (21 & 27 September 2007)

- Gender and unpaid work
- Mothering, paid work, and other women's labour
- Women in the labour market

*Readings:*

Hyman, Prue. (2004) 'Significant increases in the minimum wage: A strategy for gender pay equity?', *Women's Studies Journal*. Vol. 18(2): 11-24.

Patterson, L. & C. Briar (2005) 'Lone Mothers in Liberal Welfare States: Thirty Years of Change and Continuity', *Hecate: An Interdisciplinary Journal of Women's Liberation*. Vol. 31(1): 46-59.

*Additional Readings:*

Copas, S. (2001) '(Over)working women: Gendering discourses of market governance in New Zealand', *New Zealand Sociology*, Vol. 16 (1): 202-225.

- Habgood, R. (2001) Negotiating Housework. In *Sociology of Everyday Life in New Zealand* edited by C. Bell. Palmerston North: Dunmore Press.
- Silva, E. (1999) Transforming Housewifery: Dispositions, practices and technologies. In *The New Family?* edited by E. B Silva and C. Smart. London: Sage Publications.
- Wilson, M. (1998) Paid work, policy, and the concept of equality. In *Feminist Thought in Aotearoa/New Zealand: Connections and differences* edited by R. DuPlessis & L. Alice. Auckland: Oxford University Press.

**11) Consumption & the reproduction of femininity** (28 September & 4 October 2007)

- Shopping for style
- The social construction of feminine bodies
- Gender and food

*Readings:*

- Bordo, S. (1993) 'The Body and the Reproduction of Femininity'. In *Unbearable Weight: Feminism, Western Culture, And The Body*. Berkeley, Los Angeles, London: University of California Press.
- Burns, M. (2004) Eating Like an Ox: Femininity and Dualistic Constructions of Bulimia and Anorexia, *Feminism & Psychology*, Vol. 14 (2): 269-295.
- Pringle, R. (1992) Women and Consumer Capitalism. In *Defining Women: Social Institutions and Gender Divisions* edited by McDowell and R. Pringle. Cambridge: Polity/Open University Press.

*Additional Readings:*

- Davis, K. (1999) My Body Is My Art: Cosmetic Surgery As Feminist Utopia? In *Feminist Theory And The Body: A Reader* edited by J. Price and M. Shildrick. New York: Routledge.
- Kaw, E. (1998) Medicalization of Racial Features: Asian-American Women and Cosmetic Surgery. In *The Politics of Women's Bodies: Sexuality, Appearance, and Behaviour* edited by R. Weitz. New York and Oxford: Oxford University Press.

**No lecture 5 October 2007** (Workbook/Journals due in today)

**12) Summary & Revision Lecture** (11 October 2007)

- Revision of course
- Sociology and gender: questions to consider

**In Class TEST 12 October 2007** (one-hour)



## TUTORIAL PROGRAMME: WEEKS 3 – 11

*Tuesday 10.00 – 11.00am in Room HMLT003; 2<sup>nd</sup> tutorial class to be announced*

*Tutor: Dr Rhonda Shaw*

We will aim to follow the Tutorial Programme as outlined below. The programme is designed with flexibility in mind and to respond to students' needs as these arise.

*There will be no tutorial in the first two weeks of this course. Read the Emma Rich (2005) article in preparation for the first tutorial class in Week 3.*

### 1) *Introduction to Course: The Third Wave?* (24 July 2007)

In this tutorial we will discuss Course Assessment for your workbooks/journals & for the experiential essay.

You will also need to bring to class a definition of feminism (e.g. from dictionaries of philosophy, sociology, politics, or more comprehensive definitions from Women's Studies, feminist journals). Give some thought to your found/chosen definition before the tutorial.

### 2) *Sex-Gender Matters* (31 July 2007)

In this tutorial we will be directly addressing questions about sex and gender that are raised by debates about fa'afafine people of Samoa. Students will be required to read and reflect on an article discussing fa'afafine and their lives in contemporary society.

### 3) *Performativity* (7 August 2007)

This tutorial will deal with the meanings of performance and visibility in relation to thinking about the experiences of women who breastfeed in public. We will also discuss the pros and cons of cross-breastfeeding by looking at a particular case in which a woman fed another woman's baby 'without consent'.

### 4) *Embodiment & Alter/ed bodies* (14 August 2007)

This session will deal with the explicit themes of bodily alteration and embodiment. Students will be encouraged to discuss the politics of the practices presented in this tutorial class and will be required to relay their evaluations back to the class.

## **Mid-Trimester Break (20 August to 2 September 2007)**

### 5) *Reproduction and Medicalisation* (4 September 2007)

This tutorial corresponds to the material on reproductive bodies. In this tutorial we will discuss the recent emergence of the 'too posh to push' syndrome that is

purportedly gaining popularity among some groups of child-birthing women in Aotearoa New Zealand.

6) *The Men's Movement* (11 September 2007)

In this tutorial we will look at the emergence of the Men's Movement. A central focus of discussion will be the different ways branches of the Men's Movement construct masculinity and what impact this has on constructions of femininity.

7) *Mothering* (18 September 2007)

Students will be required to answer a series of questions raised by Rosemarie Tong's article in your Course notes. The article must be read prior to coming to the tutorial class.

8) *Work/Home* (25 September 2007)

In this tutorial we will address the question of domestic help and child care for women from a number of perspectives. Should we, for instance, say 'yes' or 'no' to other women's domestic labour?

9) *Summary Tutorial* (2 October 2007). *Finish Workbook/Journal*

Office use only

Date Received:

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

## Assignment Cover Sheet

*(please write legibly)*

Full Name: \_\_\_\_\_  
*(Last name)* *(First name)*

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor (if applicable): \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

### CERTIFICATION OF AUTHENTICITY

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*