Gender 100

 **GENDER AND THE CULTURE OF EVERYDAY LIFE**

**Semester 2, 2017**

**Tuesday, 2-3pm, Science Chem, G050; Friday, 2-3pm, Architecture West, 201**

**Course convenor and principal lecturer**

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**Tutor**

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**Course Description**

How do gender identity, difference and politics shape our sense of who we are, and our social and political worlds? In this course we will explore the fundamental issues that gender studies reveals for us: the difference between sex and gender; the meaning and significance of identity and difference; how we think about sexualities; the influence of concepts like ‘masculinity’ and ‘femininity’ and how these are embodied and represented in social and political life, in person and online. We’ll examine gender as it’s mobilized in social and political movements, both national and global, and as it’s expressed in the media and in popular culture. We’ll also look at the ways in which gender shapes our understanding of history and our reading of literary texts, and at social issues like the division of labour and sexual violence. Finally, we’ll explore the ways in which thinking about gender has changed over the past half a century, and continues to change today. Guest lecturers expert on these topics will help us navigate them and understand what is at stake.

This interdisciplinary course is suitable for all students with an interest in exploring the meaning and significance of gender. It will equip you for more advanced courses in gender studies, but also for further study in the social sciences, humanities and law.

**Course Objectives**

This course has 5 principal objectives.By the end of the course, you should:

1. Be familiar with the fundamental concepts of gender analysis: the sex/gender distinction, the identity/difference binary, the social construction of masculinity and femininity, and the relationship between gender and sexuality.

2. Understand the significance of these core concepts in the social, political and cultural worlds.

3. Understand how the study of gender contributes to other academic fields, particularly in the social sciences and humanities.

4. Be able to critically analyse written and media text that deal with gender, and be able to present your analysis in writing.

5. Be able to reflect critically upon your own views and experiences of gender, to present your views to others, and to engage in constructive discussion about them.

**ADVICE AND MENTORING**

If you have any questions or problems regarding requirements for the course or your work, you should first see your tutor. You can also talk to Associate Professor Smits after the lectures, or email her with any questions about what’s been covered, or the readings. (She will be present for the guest lectures.) She is the person to contact about matters like assignments, extensions, exams and marks. The University offers a variety of mentoring programmes to help students with their studies, and to help undergraduates settle into academic life.

Students may also wish to participate in the Tuakana Arts Undergraduate Mentoring Programme. This programme aims to assist Maori and Pacific Islander students in settling into the culture of academic life. Tuakana mentors work in partnership with the students to help them achieve to their fullest potential. The mentors provide advice, run workshops, and assist students to form study groups. The programme also provides space for students to study.

If you are interested in participating in this programme, please contact the Tuakana mentor for Gender 100 – details to be advised. might also like to visit the programme web-site: [www.arts.auckland.ac.nz/tuakana](http://www.arts.auckland.ac.nz/tuakana).

### CANVAS

All the material in this course guide and links to readings will be posted on Canvas. All announcements made by tutor and lecturers concerning this class will also be made via Canvas – they will be e-mailed to you, and posted on the course site. **Please ensure that you regularly check your University email account for Canvas messages and announcements, or you may miss out on important information concerning this course.**

Assoc. Prof Smits will post outlines for her lectures on Canvas the day before the lecture is to be given. While these will sometimes also be on overhead at the lecture, you should be warned that they may be quite detailed. **You are strongly encouraged to print out the outlines before the lecture and take them in with you.** That way you won’t be frantically trying to take down notes and can concentrate on the lecture. Materials provided by guest lecturers will also be posted in advance, wherever possible.

**EXPECTATIONS, REQUIREMENTS, ASSESSMENT**

This course is taught through lectures and tutorials, and students are expected to attend these regularly. You are expected to spend an average of about 10 hours per week working on this course (like all undergraduate courses.)

In terms of formal assessment, **students will be required to produce one essay, and to follow and analyse a blog that deals with gender-related issues, or the discussion of a gender-related issue on social media, and to write a report upon it and discuss it in tutorial. Finally there, is a required two hour exam at the end of the semester**.

**The essay is due on Monday, September 25 at 3pm. It is worth 25% of your final grade**. The essay is designed to help you learn to apply the conceptual frameworks we investigate early in the course to a particular problem or issue in gender studies in detail, and to construct an argument concerning it. Essay topics are listed below.

* The essay should be 1800 words in length.
* You must make reference to at least 2 scholarly sources in your essays.
* Essays must be properly referenced. The tutorial in week 6 will be devoted to essay preparation and referencing.
* You should discuss your plans for the essay in advance with the lecturer or tutor. We will expect to see all students in our office hours in week 6 (Assoc, Prof Smits will schedule extra hours if necessary) for this.

**Blog or social media analysis**

Students will choose a website that deals with a gender related issue, or a gender-related issue that is discussed extensively on social media. **Choices must be cleared with your tutor during week 4 (August 14-18.)** You’ll then follow your issue – you can post or participate in social media discussion if you wish, but you do not have to. In weeks 11 and 12, tutorials will be spent on student discussions of their research. **A written report must be submitted on Monday, October 16, at 3pm.** **This exercise is worth 25% of your final grade.**

* The report should be 1200 words in length.
* It must be properly referenced, in the same way as the essay.
* **The written report is worth 20% of the final grade, and participation in tutorial discussion of your and others’ research is worth 5%.**

**The final exam will be held in the examination period** (the University will inform you of the time and date later in the semester). **It will be 2 hours in length, and is worth 50% of your final grade**. In the exam, you will be asked to write three answers to a choice of essay questions covering the materials in the course reader and in lectures and tutorials.

You will find general information about examinations at the University website: <http://www.auckland.ac.nz/uoa/pid/uoa-home/current-students/cs-academic-information/cs-examination-information>

**The grading system**

**Pass Grades**: A+ 90-100%; A 85-89%; A- 80-84%; B+ 75-79%; B 70-74%; B- 65-69%

 C+ 60-64%; C 55-59%; C- 50-54%

**Fail Grades**: D+ 45-49%; D 40-44%; D- 0-39%

**Summary of assessment:**

Website or social media analysis 25%

Essay 25%

Final exam 50%

**ESSAY TOPICS**

1. Does treating people equally, irrespective of sex and gender, mean treating them the same? Discuss this question with reference to law and policy concerning either the workplace or sexual violence.
2. When American poet William Ross Wallace wrote in 1865: ‘The hand that rocks the cradle rules the world’ he was praising motherhood. Suggest a rewriting of this statement that reflects a feminist perspective, and defend it using arguments about gender and power.
3. How gendered is media coverage of political leaders? Choose a media outlet (print press or broadcast media available online) and compare and contrast their treatment of Hilary Clinton and Donald Trump in last year’s US Presidential election televised debates.
4. Why has same-sex marriage been a controversial issue in some LGBTQ communities? Present and discuss, from an LGBTQ perspective, the arguments for and against mobilizing on this particular issue. Which position do you agree with, and why?
5. Outline and defend an intersectionality-based analysis of ONE of these policy areas:
6. The prevention of family violence
7. The regulation of women’s religious dress.

You can focus on New Zealand, or another country case. Discuss which axes of identity are relevant in your chosen case. Explain how they are relevant, and how they interact with each other. Explain how law or policy concerning the issue could reflect your intersectional analysis.

**ESSAY AND REPORT SUBMISSION GUIDELINES**

You must submit your essay and report to the Arts Assignment Centre in the HSB (Social Sciences) building. **Your essay and report must include an Assignment Tracking Sheet which can be downloaded from Canvas, properly completed and stapled to the front of your essay/report.  You must also attach your Turnitin receipt to your essay/report.**

At 3pm on the due date, essays/reports will be date and time-stamped before being delivered to your tutors. Any submission received after 3pm on the due date will be marked as late. **Following is the lateness/extension policy for the course**:

If for any reason you cannot make the deadline, please let your tutor know in advance. The tutor may grant you an extension if you have a reasonable case, based on personal or health issues.

**An extension will only be granted when the 2 following conditions are satisfied:**

1. There is 'good cause', backed up by documentary evidence if required by the tutor or convener.
2. If the tutor or course convenor authorizes an extension **in writing**. Note that it is entirely at their discretion, and it is also completely at their discretion to decide how long an extension to grant.

*Good cause* *covers genuine cases* which are not related to your academic work, such as sudden illness (supported by medical certificate), death in the family, official leave of absence or similar circumstances.

**Penalisation policy for late work submitted in hard copy to the Arts Assignment Centre (and electronically to turnitin) after 3pm on the deadline with no extension:**

1. Essays/reports submitted up until two days after the deadline will lose 5 percentage points available for this assignment.
2. Essays/reports submitted between **two days and one week** late will lose 10 percentage points available for this assignment.
3. Essays/reports submitted between **one week and two weeks** late will lose 25 percentage points available for this assignment.
4. Essays/reports submitted **more two weeks** past the due submission date will not be accepted and the student will be given a 0% mark for the assignment.

**Your essay/report must be submitted in both hard copy and electronically, to Turnitin**. **You must also submit a Turnitin receipt stapled to the hard copy of your essay/report.** This service compares essays to an extensive electronic data base of published materials and past essays, and is designed to detect plagiarism. Your tutor will discuss in tutorial how to avoid plagiarism in your work. You submit to Turnitin through the Canvas course site. If you hand in a hard copy, but do not submit your essay to Turnitin by the same deadline, it will be deemed as not handed in; and vice-versa.

**University policy on plagiarism and academic honesty**

*The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student’s assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.*

### TEXTS, READINGS AND RESOURCES

**Required and recommended readings**

All of the required and recommended readings for this course are listed on Canvas (Reading Lists). Electronic access is provided to all required and most recommended readings – where recommended readings are books, they are available through the Library on short loan.

**Web resources**

There are many web resources which you’ll find interesting and helpful. These suggestions cover a range of perspectives – you can look also for sites by individual bloggers.

<http://everydayfeminism.com/>

<http://thehandmirror.blogspot.co.nz/>

<http://www.bgdblog.org/>

<http://msmagazine.com/blog/>

<http://www.feminist.com/>

<https://www.theguardian.com/global-development/series/womens-rights-and-gender-equality-in-focus>

The online Stanford Encyclopedia of Philosophy contains some very useful short articles summarizing scholarly work on feminist issues. It’s oriented to philosophy, but the articles are written by scholars, are quite accessible and include many suggestions for further reading. Here are some of their topics:

[**perspectives on autonomy**](https://plato.stanford.edu/entries/feminism-autonomy/)

[**perspectives on class and work**](https://plato.stanford.edu/entries/feminism-class/)

[**perspectives on globalization**](https://plato.stanford.edu/entries/feminism-globalization/)

[**perspectives on objectification**](https://plato.stanford.edu/entries/feminism-objectification/)

[**perspectives on power**](https://plato.stanford.edu/entries/feminist-power/)

[**perspectives on rape**](https://plato.stanford.edu/entries/feminism-rape/)

[**perspectives on reproduction and the family**](https://plato.stanford.edu/entries/feminism-family/)

[**perspectives on sex and gender**](https://plato.stanford.edu/entries/feminism-gender/)

[**perspectives on sex markets**](https://plato.stanford.edu/entries/feminist-sex-markets/)

[**perspectives on the body**](https://plato.stanford.edu/entries/feminist-body/)

[**perspectives on the self**](https://plato.stanford.edu/entries/feminism-self/)

[**perspectives on trans issues**](https://plato.stanford.edu/entries/feminism-trans/)

**LECTURE SCHEDULE AND READINGS**

***Week 1***

***Tuesday, July 25***

***Introduction*** (Assoc. Prof Smits)

* How the course will run, expectations, assessment
* Sex and gender

***Wednesday, July 26***

***Binaries, difference and equality*** (Assoc. Prof Smits)

**Required reading**

Judith Lorber, ‘”Night to his Day”: The Social Construction of Gender,’ in: Lorber,

*Paradoxes of Gender* (New Haven: Yale University Press, 1994), pp. 13-36.

Jane Pilcher and Imelda Whelehan, ‘Difference’ and ‘Equality’ in *Fifty Key Concepts in*

*Gender Studies* (London: Sage, 2004).

Christine A. Littleton, ‘Reconstructing Sexual Equality,’ in: Diana Tietjens Meyers, ed.,

 *Feminist Social Thought: a reader* (New York: Routledge, 1997), pp. 715-34.

**Recommended reading**

Simone de Beauvoir, Introduction to *The Second Sex* (any edition.)

Joan W. Scott, ‘Deconstructing Equality-Versus-Difference: Or, the Uses of Poststructuralist

Theory for Feminism,’ in: Diana Tietjens Meyers, ed., *Feminist Social Thought: a reader* (New York: Routledge, 1997), pp. 758-770.

***Week 2***

***Tuesday, August 1***

***Power in the private and public spheres*** (Assoc. Prof Smits)

**Required reading**

Ann Cudd and Leslie E. Jones, ‘Sexism’ in: R. G. Frey and Christopher Heath Wellman, *A*

*Companion to Applied Ethics* (Blackwell, 2005), chapter 8.

Iris Marion Young, selections from *Justice and the Politics of Difference* (Princeton:

Princeton University Press, 1990,) pp. 33-65.

**Recommended reading**

Martha A. Ackelsberg and Mary Lyndon Shanley, ‘Privacy, Publicity and Power: A

Feminist Rethinking of the Public-Private Distinction,’ in: Nancy J. Hirschmann and Christine Di Stefano, eds., Revisioning the Political: Feminist Reconstructions of Traditional Concepts in Western Political Theory (Boulder, CO: Westview Press, 1996,) pp. 213-33.

Susan Bordo, *Unbearable Weight: Feminism, Western Culture and the Body* (Berkeley, CA:

University of California Press, 1993).

John Stuart Mill, Chapter I of *The Subjection of Women* (available online.)

***Wednesday, August 2***

***Empowerment*** (Assoc. Prof Smits)

**Required reading**

Virginia Held, selections from Feminist Morality: Transforming Culture, Society, and

 Politics (Chicago: University of Chicago Press, 1993,) pp. 1-21, 202-14.

Catharine MacKinnon, ‘Difference and Dominance: on Sex Discrimination,’ in:

MacKinnon, *Towards a Feminist Theory of the State* (Cambridge, MA: Harvard University Press, 1989.)

Miller, Jean Baker, ‘Women and Power’ in Thomas Wartenberg (ed.), Rethinking Power,

Albany (NY: SUNY Press, 1992,) pp. 240-248.

**Recommended reading**

Marilyn Fry, ‘Some Reflections on Separatism and Power,’ in Diana Tietjens Meyers, ed.,

*Feminist Social Thought: a reader* (New York: Routledge, 1997), pp. 406-14.

Nancy Hartsock, ‘Community/Sexuality/Gender: Rethinking Power,’ in: Nancy J.

Hirschmann and Christine Di Stefano, eds., Revisioning the Political: Feminist Reconstructions of Traditional Concepts in Western Political Theory (Boulder, CO: Westview Press, 1996,) pp. 27-49.

Serene Khader, *Adaptive Preferences and Women’s Empowerment* (New York: Oxford

 University Press, 2011.)

***Week 3***

***Tuesday, August 8***

***Sex and sexualities: queer and trans*** (Assoc. Prof Smits)

**Required reading**

Lisa Duggan, ‘Making it Perfectly Queer,’ in Duggan and Nan D. Hunter, eds., *Sex Wars:*

*Sexual Dissent and Political Culture* (New York: Routledge, 1995.)

Suzanne J. Kessler and Wendy McKenna, ‘Toward a Theory of Gender,’ in Susan Stryker

and Stephen Whittle, *The Transgender Studies Reader* (Taylor and Francis, 2006,) pp. 165-182.

**Recommended reading**

Cathy J. Cohen, ‘Punks, Bulldaggers and Welfare Queens: the Radical Potential of Queer

 Politics?’ *GLQ: a Journal of Lesbian and Gay Studies* (1997), 3, 4, pp. 437-65.

Anne Fausto-Sterling, ‘The Five Sexes, revisited,’ *The Sciences* (July/August 2000), pp. 19-

 23.

Michelle Goldberg, ‘What is a Woman?’ *The New Yorker* August 4, 2014.

Alana Yu-lan Price, ‘The Transformative Promise of Queer Politics,’ *Tikkun* (July/August

2010), 25, 4, pp. 52-71.

***Wednesday, August 9***

***Sex and gender in colonial New Zealand*** (Dr Sara Buttsworth)

**Required reading**

Barbara Brookes, ‘New Expectations for a New Century,’ in: Brookes, *A History of New*

*Zealand Women* (Wellington: Bridget Williams Books, 2016.)

**Recommended reading**

Clare S. Simpson, ‘Respectable Identities: New Zealand Nineteenth-Century “New Women” – on Bicycles!’ *International Journal of the History of Sport*, 18:2, 2001: 54-77.

Jessica Meyer, ‘On being a woman and a war historian’ blog contribution:

 https://armsandthemedicalman.wordpress.com/2014/09/

***Week 4***

***Tuesday, August 15***

***Gender, race and ethnicity: intersectionalities*** (Assoc. Prof Smits)

**Required reading**

Kimberlé Crenshaw, ‘Mapping the Margins: Intersectionality, Identity Politics, and Violence

Against Women of Color,’ Stanford Law Review (1991), 43(6): 1241–1299.

Patricia Hill Collins, ‘What is Intersectionality?’ in: Hill Collins and Sirma Bilge,

 *Intersectionality* (Cambridge: Polity Press, 2016), pp. 1-30.

**Recommended reading**

Audre Lorde, ‘Age, Race, Class and Sex: women redefining difference’ from *Sister Outsider*

(Trumansberg, NY: Crossing Press, 1984).

Vivian M. May, ‘Introduction: The Case for Intersectionality and the Intersectionality

Backlash,’ in: May, *Pursuing Intersectionality, Unsettling Dominant Imaginaries* (New York: Taylor and Francis, 2015).

***Wednesday, August 16***

***Masculinities*** (Dr David Mayeda)

**Required reading**

Hugh Campbell, ‘The Glass Phallus: Pub(lic) Masculinity and Drinking in Rural New

Zealand,’ *Rural Sociology* (2000), 65, 4, pp. 562-81.

Brendan Hokowhitu, ‘Tackling Maori Masculinity: a colonial genealogy of savagery and

sport,’ *The Contemporary Pacific* (2004), 16, 2, pp. 259-84.

**Recommended reading**

R.W. Connell and James W. Messerschmidt, ‘Hegemonic Masculinity: rethinking the

concept’, *Gender and Society* (2005), 19, 6, pp. 829-59.

***Week 5***

***Tuesday, August 22***

***Gender, indigeneity and race in Aotearoa/New Zealand*** (Assoc. Prof Smits)

**Required reading**

Vivienne Elizabeth, ‘Gender Inequalities are a Thing of the Past. Yeah, Right!’ in: Avril

Bell et al, eds., *A Land of Milk and Honey* (Auckland: Auckland University Press, 2017), pp. 212-26.

Richard Pringle, ‘Man-Up? A Socio-historical Examination of Pakeha and Maori

Masculinities,’ in: Avril Bell et al, eds., *A Land of Milk and Honey* (Auckland: Auckland University Press, 2017), pp. 198-211.

**Recommended reading**

Katherine Curchin, ‘Pākehā Women and Māori Protocol: The Politics of Criticising Other

Cultures,’ Australian Journal of Political Science (2011), 46, 3, pp. 375-388.

Katherine Smits, ‘Multiculturalism, Biculturalism and National Identity in Aotearoa/New

Zealand,’ in: Richard Ashcroft and Mark Bevir, eds., *Multiculturalism in the British Commonwealth, 1945-2015,* forthcoming with the University of California Press. See espec. Pp. 186-8.

***Wednesday, August 23***

***Gender, social movements and mobilization*** (Assoc. Prof. Smits)

**Required reading**

Cathy J. Cohen, ‘Straight Gay Politics: the Limits of an Ethnic Model of Inclusion,’ *NOMOS*

(1997), 39, pp. 572-616.

Shae Miller, ‘Sexuality, Gender Identity, Fluidity and Embodiment,’ in: Holly J. McCammon

et al, eds., *The Oxford Handbook of US Women’s Social Movement Activism* (New York: Oxford University Press, 2017), pp. 354-75.

**Recommended readings**

Nella Van Dyke, ‘Movement Emergence and Resource Mobilization: Organizations, Leaders

and Coalition Work,’ in: Holly J. McCammon et al, eds., *The Oxford Handbook of US Women’s Social Movement Activism* (New York: Oxford University Press, 2017), pp. 354-75.

S. Laurel Weldon, ‘Introduction: Movements, Marginalization and Representation,’ in:

Weldon, *When Protest Makes Policy: how social movements represent disadvantaged groups* (Michigan: University of Michigan Press, 2011).

***Week 6***

***Tuesday, August 29***

***Religion and gender*** (Dr Caroline Blyth)

**Required reading**

Dag Ølstein Endsjø​, Sex and Religion, Reaktion Books, 2012, pp.17-28 (e-book) - 'Defining

Sex and Religion'.

A.B. Al Wazni, 'Muslim women in America and Hijab: A Study of Empowerment, Feminist

Identity, and Body Image'. Social Work (2015), 60, 4, pp. 325-33.

**Recommended reading**

**J**anet Jakobsen, 'Gender in the Production of Religious and Secular Violence', In Blackwell Companion to Religion and Violence, Blackwell 2011, pp. 125-36. (e-book)

***Wednesday, August 30***

***Gender and nationalism*** (Assoc. Prof Smits)

**Required reading**

Nira Yuval-Davis, ‘Gender and Nation,’ in: Rick Wilford and Robert L. Miller, *Women,*

*Ethnicity and Nationalism: the Politics of Transition* (New York: Routledge, 1998), pp. 23-35.

Lois A. West, ‘Introduction: Feminism Constructs Nationalism’ in: West, ed., *Feminist*

 *Nationalism* (New York: Routledge, 1997), pp. xi-xxi.

**Recommended reading**

Matthew Evangelista, *Gender, Nationalism and War: conflict on the movie screen* (New

 York: Cambridge University Press, 2011.)

Andrew Parker, et al., eds., *Nationalisms and Sexualities* eds. (New York: Routledge, 1992.)

**Mid-Semester Break**

***Week 7***

***Tuesday, September 19***

***Representing gender in the news media*** (Assoc. Prof Smits)

**Required reading**

Rosalind Gill, ‘News, Gender and Journalism,’ in: Gill, *Gender and the Media* (Cambridge:

Polity, 2007), chapter 4.

Karen Ross, ‘Women, Politics and Campaign Coverage: More (or Less) Bad News,’ in:

Ross, *Gender, Politics, News: a game of three sides* (Chichester: Wiley Blackwell, 2017), pp. 55-79.

**Recommended reading**

Evelyn Alsultany, ‘Evoking Sympathy for the Muslim Woman,’ in: Alsultany, *Arabs and*

*Muslims in the Media: race and representation after 9/11* (New York: NYU Press, 2012), pp. 71-99.

Margaret Gallagher, ‘Media and the Representation of Gender,’ in: Cynthia Carter, et al,

eds., *The Routledge Companion to Gender and Media* (Routledge, 2014), pp. 23-30.

***Wednesday, September 20***

***Gender and sexual violence*** (Professor Nicola Gavey)

**Required reading**

N. Gavey, & C.Y. Senn, ‘Sexuality and Sexual Violence’ in D. L. Tolman & L. M. Diamond,

eds., *APA Handbook of Sexuality and Psychology: Vol. 1. Person-Based Approaches* (Washington, D.C.: APA Press, 2014), pp. 339-382.

C. Marston, & R. Lewis, ‘Anal heterosex among young people and implications for health

promotion: a qualitative study in the UK’, *BMJ open,* (2014), 4(8), e004996.

**Recommended reading**

Le Grice, J, ‘Exotic dancing and relationship violence: exploring Indigeneity, gender and

agency’, *Culture, Health & Sexuality* (2017), 1-14. **Please note, sensitive content.**

***Week 8***

***Tuesday, September 26***

***Sex, gender and war*** (Dr Tom Gregory)

**Required reading**

Laura Sjoberg and Caron Gentry, Chapter One in: *Mothers, Monsters, Whores: Women’s*

*Violence in Global Politics* (London: Zed, 2007).

Megan Mackenzie (2012), ‘Let Women Fight: Ending the US Military’s Female Combat

 Ban’, *Foreign Affairs* (2012), 91, pp 32-43.

**Recommended reading**

Jean Bethke Elshtain, Introduction to *Women and War* (Chicago: University of Chicago

Press, 1995).

Cynthia Enloe, Conclusion to *Bananas, Beaches and Bases: Making Feminist Sense of*

 *International Politics* (Berkeley: University of California Press, 2014).

Christine Sylvester, Introduction to *War as Experience: Contributions from International*

 *Relations and Feminist Analysis* (Abingdon: Routledge, 2013).

***Wednesday, September 27***

***Gender and the division of labour in the workplace (***Professor Maureen Molloy)

**Required reading**

Anita Harris, ‘Jobs for the Girls’ in: Harris, *Future Girl: young women in the twenty-first*

*century* (New York: Routledge, 2004), chapter 2.

Linda McDowell, ‘Masculine Identities and Low-Paid Work: young men in urban labour

markets,’ *International Journal of Urban and Regional Research* (2003), 27, 4, pp. 828-848.

***Week 9***

***Tuesday, October 3***

***The politics of pornography*** (Assoc. Prof Smits)

**Required reading**

Andrew Altman, ‘The Right to Get Turned On: Pornography, Autonomy, Equality,’ in:

Andrew I. Cohen and Christopher Heath Wellman, *Contemporary Debates in Applied Ethics* (Wiley, 2014), pp. 307-318.

Catharine A. MacKinnon, ‘Not a Moral Issue’, in: MacKinnon, *Feminism Unmodified:*

*Discourses on Life and Law* (Cambridge, MA: Harvard University Press, 1987), pp. 146-62.

**Recommended reading**

Karen Boyle, ed., *Everyday Pornography* (Routledge, 2010).

Rebecca Sullivan and Alan McKee *Pornography* (Cambridge: Polity, 2015).

***Wednesday, October 4***

***TBA***

***Week 10***

***Tuesday, October 10***

***Reading gender: modern texts*** (Professor Erin Carlston)

**Required reading**

Rita Felski, ‘Introduction’ to *Literature After Feminism* (Chicago: University of Chicago

Press, 2003), pp. 1-22.

Sandra Gilbert & Susan Gubar, ‘The Queen's Looking Glass: Female Creativity, Male

Images of Women, and the Metaphor of Literary Paternity,’ from The Madwoman in the Attic, Yale 1979, pp. 3-16.

***Wednesday, October 11***

***Gender and history*** (Assoc. Prof Jennifer Frost)

**Required reading**

Gerda Lerner, ‘The Majority Finds Its Past,’ in *The Majority Finds Its Past: Placing Women*

*in History*, Chapel Hill, 1979, pp. 127-132.

Vicki Ruiz, ‘Introduction to the 4th edition,’ *Unequal Sisters: An Inclusive Reader in U.S.*

*Women's History*, New York, 2007, pp. xiii-xvii

**Recommended reading**

Joan Wallach Scott, ‘Gender: A Useful Category of Historical Analysis’, in Gender and the

Politics of History, New York, 1988, pp. 28-50.

***Week 11***

***Tuesday, October 17***

***Gender on social media*** (Ms Emma Blackett)

**Required reading**

Adrienne Shaw, ‘The Internet Is Full of Jerks, Because the World Is Full of Jerks: What

Feminist Theory Teaches Us About the Internet,’*Communication and Critical/ Cultural Studies* (2014), 11:3, pp. 273-277.

Minh-Ha T. Pham.’“I Click and Post and Breathe, Waiting for Others to See What I See”: On

#FeministSelfies, Outfit Photos, and Networked Vanity’.*Fashion Theory*(2015), 19, 2, pp. 221-41.

Jessalynn Keller, Kaitlynn Mendes & Jessica Ringrose (2016): Speaking ‘unspeakable

things:’ documenting digital feminist responses to rape culture,’ *Journal of Gender Studie*s (2016), (online.)

**Recommended reading**

Nikita Carney, ‘All Lives Matter, but so Does Race: Black Lives Matter and the Evolving

Role of Social Media,’ *Humanity & Society*(2016), 40, 2, pp. 180-199.

Alex Cho, ‘Queer reverb: Tumblr, affect, time,’ in: K. Hillis, S. Paasonen, & M. Petit, eds.,

*Networked affect*(Cambridge: MIT Press, 2015), pp. 43-57.

***Wednesday, October 18***

***Girls, boys and sex*** (Assoc. Prof Smits)

**Required reading**

Peggy Orenstein, ‘Chapter 1: Matilda Oh is Not an Object except When She Wants to Be’,

in: Orenstein, *Girls and Sex* (London: Oneworld, 2016), pp. 7-43.

Nancy Jo Sales, ‘Introduction’ to: Sales, *American Girls: social media and the secret lives*

*of teenagers* (New York: Vintage, 2016), pp. 3-22.

**Recommended reading**

Lara Karaian, ‘Lolita Speaks: “Sexting,” teenage girls and the law’, *Crime, Media, Culture*

(2012), 8, 1, pp. 57-73.

Sarah I. McClelland and Michelle Fine, ‘Rescuing a Theory of Adolescent Sexual Excess:

Young Women and Wanting,’ in: Anita Harris, ed., *Next Wave Cultures: Feminism, Subcultures, Activism* (Routledge, 2008), pp.

***Week 12***

***Tuesday, October 24***

***New waves*** (Assoc. Prof Smits)

**Required reading**

**Rory Dicker and Alison Piepmeier, ‘Introduction’ to *Catching a Wave: Reclaiming***

***Feminism for the 21st Century* (Boston: Northeastern University Press, 2003), pp. 3-28.**

**Rosalind Gill, ‘Post-postfeminism?: new feminist visibilities in postfeminist times,’ *Feminist***

 ***Media Studies* (2016), 16, 4, pp. 610-30.**

**Ealasaid Munro, ‘Feminism: a Fourth Wave?’ *Political Insight* (2013), 4, 2, pp. 22-5.**

**Recommended reading**

Claire Nally and Angela Smith, eds., *Twenty-first Century Feminism: forming and*

 *performing femininity* (Houndmills: Palgrave, 2015).

Stacy Gillis, et al, eds., *Third Wave Feminism: a Critical Exploration* (Houndmills:

Palgrave Macmillan, 2004).

Lisa Marie Hogeland, ‘Fear of Feminism: Why Young Women Get the Willies’, *Ms* (Nov.

 1994), 5, 3, pp. 18-21.

***Friday, October 27***

***Conclusions and exam review*** (Assoc. Prof Smits)

**TUTORIAL PROGRAM**

Tutorials will be held weekly from the second week of the semester.

**You must attend tutorials regularly. Important announcements about the course and our expectations for assessment are made in them. You will discuss your report in tutorial (5% of total assessment.) In addition to discussing the lecture and course materials, tutorials will also cover key skills such as being an active student, effective use of resources and literature, essay planning and writing, and exam preparation. These skills will help you develop and perform more effectively not just in this course, but throughout your university career and beyond.**

Following is a schedule of tutorial topics. Where the topic includes discussion of course material, students will be expected to have read and to be ready to discuss the pages prescribed them for each class (these will be taken from the assigned readings in the course guide.)

***Week 2***

Course admin, general advice; being an active student;

Binaries, difference and equality

***Week 3***

Power and empowerment

***Week 4***

Sex and sexualities: queer and trans

***Week 5***

Masculinities

Intersectionalities

***Week 6***

Essay preparation

Gender, race and indigeneity in Aotearoa/New Zealand

***Week 7***

Gender and religion

Gender and national identity

***Week 8***

Gendered violence

Gender in the news media

***Week 9***

Gender and war

Gendered division of labour in the workplace

***Week 10***

Discussion of blog/social media reports

***Week 11***

Discussion of blog/social media reports

***Week 12***

Gender on social media

21st century perspectives

Exam preparation