

**Sociology 3550FA/Women's Studies 3550FA**  
**Gender in Contemporary Social Life**  
**Fall 2012**  
**M/W 1:00-2:30 p.m. ATAC 2021**

**Dr. P. Wakewich**

**Professor, Sociology and Women's Studies**

**Office Hours (RB2021): Mon. 10:00 – 11:00 a.m.; Wed. 2:30-3:30 p.m. or by appointment.**

**Phone 343-8353; or email [pam.wakewich@lakeheadu.ca](mailto:pam.wakewich@lakeheadu.ca)**

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**Overview:**

This interactive seminar course will introduce students to contemporary sociological and social science debates in the field of gender studies through the examination of classical and contemporary research from around the globe. In particular, our focus will be on continuities and change in the social construction of gender in the modern world and how gender roles and identities are negotiated and experienced in relation to other social categories of difference and location.

Students are expected to have completed readings and assigned tasks prior to each class and should come prepared to actively engage in class discussion. We will use a variety of pedagogical methods – group work, class discussion, lectures, audiovisual and media resources, guest speaker presentations and materials brought in by students to explore course themes over the semester.

A D2L (Desire 2 Learn) site has been set up for this course and will be used as a repository for course materials, optional readings, web links and announcements of interest. Please ensure that you have access to the Web site and check it regularly for class announcements and information. Also please send along any postings you think would be of interest for your classmates. You can email links to me at: [pam.wakewich@lakeheadu.ca](mailto:pam.wakewich@lakeheadu.ca)

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**Textbook** (available at the bookstore)

**Spade, Joan Z. and Catherine G. Valentine (2011) *The Kaleidoscope of Gender. Prisms, Patterns and Possibilities. 3<sup>rd</sup> edition.* Los Angeles: Sage/Pine Forge.**

**Additional required E-journal articles** as noted on the weekly outline can be downloaded from the LU Library. Follow the links on the Library E-journal page.

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**Evaluation:** (Detailed evaluation guidelines will be handed out in the 2<sup>nd</sup> week of class)

Two critical response papers (6 pages each - due October 10 and November 12)	25%
Group research/creative project presentation and 2 page individual summary (groups of 3-4); OR individual research paper (10 pages, due November 26)	30%
Class participation (based on attendance and level of participation)	20%
Final take home exam (handed out last class and due by noon December 10)	25%

Note: Students are responsible for keeping copies (both electronic and hard copy) of all work submitted. Late assignments will be penalized 5% per day for each day late including weekends.

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**Academic dishonesty and plagiarism:**

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating and impersonation. Plagiarism includes, but is not limited to: paraphrasing of an author without citing them; directly reproducing an author without citing them; the submission of work that is not one's own or for which other credit has been obtained; improper collaboration in group work; copying or using unauthorized aids in tests and examinations. The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned. It is the student's responsibility to be familiar with the Student Code of Conduct and regulations regarding academic dishonesty:

<http://calendar.lakeheadu.ca/current/contents/regulations/univregsIXacdishon.html>

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**Learning Needs:**

If you have a disability or health consideration that may require accommodations, please be sure to contact the Student Accessibility Services Office as soon as possible to make arrangements (phone: 343-8047; email: [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca); location: Student Centre tunnels at SC0003). SAC Staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

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**Classroom Protocol:**

The Gender Studies classroom is an interactive space and students will be encouraged to actively participate in class discussions. All students are expected to foster an atmosphere of respect which includes, but is not limited to, open-mindedness, listening attentively, not speaking over or for others, and avoiding all forms of harassment and discrimination. Out of respect for your colleagues please ensure that your cell phone/blackberry is turned off for the duration of class and refrain from texting/messaging and other distracting activities. Similarly, laptop use should be restricted to note-taking. Students who do not comply will be asked to leave.

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**Topics & Readings by Week:**

Week 1 (Sept. 10/12):

**Introduction & Overview: Course Outline, Assignments, Orientations**

Readings:

1. Spade, J. and C. Valentine, "Introduction," pp. xiii-xxii.
2. Sapolsky, R., "The Trouble with Testosterone," in Spade and Valentine, pp. 41-46.

Week 2 (Sept. 17/19):

**Mapping the Prism of Gender**

Readings:

1. Spade, J. and C. Valentine, "The Prism of Gender," pp. 3-8.
2. Risman, B.J., "Gender as a Social Structure," in Spade and Valentine, pp. 9-21.
3. Nanda, S., "Multiple Genders Among North American Indians," pp. 47-53.
4. Lorber, J. "Night to his Day: The Social Construction of Gender" (pdf download from D2L website)

Week 3 (Sept. 24/26):

**The Intersection of Gender and Social Location**

Readings:

1. Pyke, K.D. and D.L. Johnson, "Asian American Women and Racialized Femininities," in Spade and Valentine, pp. 76-88.
2. Collins, D., "We're There and Queer," in Spade and Valentine, pp. 125-140.
3. George, A., "Reinventing Honorable Masculinity," in Spade and Valentine, pp. 140-148.

Week 4 (Oct. 1/3):

**Learning and Doing Gender**

Readings:

1. Spade, J. and C. Valentine, "Learning and Doing Gender," pp. 159-165.
2. McGuffey, C. S. and B. L. Rich, "Playing in the Gender Transition Zone," in Spade and Valentine, pp. 166-176.
3. Ezzell, M.B., "Barbie Dolls on the Pitch: Identity Work, Defensive Othering, and Inequality in Women's Rugby," in Spade and Valentine, pp. 210-222.
4. Baker-Sperry, L. and L. Grauerholz, "The Pervasiveness and Persistence of the Feminine Beauty Ideal in Children's Fairy Tales," in Spade and Valentine, pp. 185-192.

**October 8 – Thanksgiving – no class**

Week 5 (Oct. 10): First critical response paper due October 10

**Negotiating Gender in Childhood**

Readings:

1. Nelson, Adie, "The Pink Dragon is Female," in Spade and Valentine, pp. 229-238.
2. Messner, M. and S. Bozada-Deas, "Separating the Men from the Moms," in Spade and Valentine, pp. 495-507.

Week 6 (Oct. 15/17)

**Negotiating Gender in Work and Family**

Readings:

1. Acker, J., "Inequality Regimes," in Spade and Valentine, pp. 355-366.
2. Lois, J., "Gender and Emotion Management in the Stages of Edgework," in Spade and Valentine, pp. 333-343.
3. McKay, S.C., "Hard Drives and Glass Ceilings," in Spade and Valentine, pp. 384-394.
4. Optional: Gerson, K., "Moral Dilemmas, Moral Strategies, and the Transformation of Gender," in Spade and Valentine, pp. 398-406.

Week 7 (Oct. 22/24)

**Negotiating Gender in Later Life**

1. Calasanti, T. and N. King, "Firming the Floppy Penis: Age, Class and Gender Relations in the Lives of Old Men," Spade and Valentine, pp. 251-262.
2. Reading: TBA

Week 8 (Oct. 29/31)

**New Directions and Possibilities? Handout and discussion of take home exam**

Readings:

1. Connell, R.W., "Change Among the Gatekeepers," in Spade and Valentine, pp. 548-564.
2. Johnson, A., "Unraveling the Gender Knot," in Spade and Valentine, pp. 565-573.
3. Desai, M., "The Messy Relationship between Feminisms and Globalizations," in Spade and Valentine, pp. 534-538.
4. Spade, J. and C. Valentine, "Epilogue," pp. 575-579.

**Readings: Nov 5-28– Download group presentation outlines and assigned readings and activities from the class D2L site. Please be sure to required materials to class.**

Week 9 (Nov. 5/7):

**Class presentations (2 per class)**

Week 10 (Nov. 12/14): Second critical response paper due (Nov. 12)

**Class presentations**

Week 11 (Nov. 19/21):

**Class presentations**

Week 12 (Nov. 26/28):

**Class presentations; Individual research papers due**

Week 13 (December 3)