

# Sociology 3113WA/Women's Studies 3111WA Special Topics "Gender"

Winter 2011  
Tues./Thurs. 2:30-4:00p.m. RB 1022

## Dr. P. Wakewich

Professor, Sociology and Women's Studies

Office Hours (RB2021): Wednesdays 11:30 a.m. – 1 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 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 WebCT site has been set up for this course and will be used a repository for course materials, optional readings, web links and announcements of interest. Please ensure that you have access to the WebCT site and check it regularly for class announcements and information.

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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 occasional readings/links for viewing will be posted on the course WebCT.

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

Critical response paper (5-6 pages - due February 17)	25%
Group research/creative project presentation and individual summary (groups of 4-5); OR individual research paper (9-10 pages, due March 22)	30%
Class participation (based on attendance and level of participation)	20%
Final take home exam (handed out last class and due by noon April 11)	25%

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

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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:**

Students with a range of learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and the Learning Service Centre as soon as possible (<http://learningassistance.lakeheadu.ca>). Learning Service Centre staff (located in the tunnel at SC0003) 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 (Jan. 4/6):

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

Readings:

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

Week 2 (Jan. 11/13):

**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.

Week 3 (Jan. 18/20):

**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 (Jan. 25/27):

**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. 166-715.
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. Optional: 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.

Week 5 (Feb.1/3) –

**Negotiating Gender across the Life Course**

Readings:

1. Nelson, Adie, "The Pink Dragon is Female," in Spade and Valentine, pp. 229-238.

2. 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.
3. Messner, M. and S. Bozada-Deas, "Separating the Men from the Moms," in Spade and Valentine, pp. 495-507.

Week 6 (Feb. 8/10)

**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 (Feb. 15/17)

**New Directions and Possibilities?**

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.

**\*\*Critical Response Paper due in-class February 17\*\***

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**\*\*\* READING WEEK FEBRUARY 21-27 – NO CLASSES THIS WEEK \*\*\***

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Week 8 (Mar. 1/3):

**Class presentations\***

\*Note: Ideally there will be two group presentations per class. A one page outline (including references) should be prepared for the class. Group member's individual summaries are due the day of their group presentation.

Week 9 (Mar. 8/10):

**Class presentations**

Week 10 (Mar. 15/17):

**Class presentations**

Week 11 (Mar. 22/24):

**Class presentations**

**\*\*Individual Research Papers due March 22\*\***

Week 12 (March 29/31):

**Class presentations, Course Summary and Take Home Exam Handout**