



School of Social and Cultural Studies

*Te Kura Mahinga Tangata*

*Sociology and Social Policy*

SOSC/SPOL 215/315

# *Reproducing Gendered Bodies*

## Course Outline

CRN 9341/99912/9342/9913 : 20 POINTS : TRI 2, 2011

*Trimester dates: 11 July - 12 November 2011*

*Teaching dates: 11 July - 14 October 2011*

*Mid-trimester break: 22 August - 4 September 2011*

*Study/Examination period: 17 October – 12 November 2011*

COURSE COORDINATOR: DR KATHY STUART

*Room 1003, Murphy Building*

*Tel: (04) 463 5361*

*Email: [kathy.stuart@vuw.ac.nz](mailto:kathy.stuart@vuw.ac.nz)*

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LECTURES: MON 10-11AM, HU LT220 & THUR 2-3PM, MYLT220

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**COURSE COORDINATOR:** Dr Kathy Stuart  
Level 10, Murphy Building, MY 1003  
Tel: 463 5361  
E-mail [kathy.stuart@vuw.ac.nz](mailto:kathy.stuart@vuw.ac.nz)

**OFFICE HOURS:** Mondays 1 – 3 pm

**LECTURES:** Mondays 10 – 10.50 am in Hunter LT 220  
Thursdays 2.10 – 3 pm in Murphy LT 220

**TUTORIALS:** Tutorials begin in week two, days and times to be confirmed at introductory lecture. Details will also be posted on BlackBoard as soon as they are confirmed.

## **PROGRAMME LOCATION**

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

## **COMMUNICATION OF ADDITIONAL INFORMATION**

Any additional information not in this Course Outline will be placed on BlackBoard at <http://www.blackboard.vuw.ac.nz>.

## **COURSE PRESCRIPTION**

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 contemporary gender studies. 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.

## **LEARNING OBJECTIVES**

On completing this course students will be able to:

- Explain conceptual debates in gender analysis
- Demonstrate an understanding of methodological debates in gender analysis
- Analyse political debate and policy practice regarding gender in New Zealand
- Comment critically on a range of topics in relation to contemporary feminist theory and practice

## **RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENT**

Both the in-class test and the essay will assess the learning objectives listed above. You will be expected to draw on course readings and your own independent research to demonstrate your understanding of the central concepts used for the gendered analysis of contemporary research. You will be expected to demonstrate your ability to apply this knowledge to an examination of your chosen topic area for the essay assignment. The purpose of this form of assessment is:

- to encourage deep learning of course materials and enhance skills in critical reading and analysis.
- to encourage you to think and write critically, comparatively, and reflexively.
- to encourage you to read widely and to use books and articles in developing your research skills as a sociologist.
- to encourage you to engage with the key issues encountered.

The in-class test is designed to assess how well you have understood and engaged with the lectures, tutorials and the course readings.

## **COURSE READINGS**

The required course readings for this course are compiled into Student notes, which you are able to purchase from VicBooks.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8.00am – 6.00pm, Monday – Friday during term time (closing at 5.00pm in the holidays). Phone: 463 5515.

## **EXPECTED WORKLOAD**

The design of the course is based upon an assumption that students will need to spend on course work a minimum of 13 hours each week, including class contact hours. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for 20-point courses.

## **OUTLINE OF LECTURES AND DISCUSSIONS**

(Unless otherwise noted, weekly readings will be found in Student Notes.)

### **Week 1                      *Feminist Histories and the Study of Gender***

Required reading:

Moira Gatens (1996) "A Critique of the Sex/Gender Distinction." *Imaginary Bodies Ethics, Power and Corporeality* London: Routledge, pp. 3-20.

Additional reading:

Emma Rich (2005) "Young Women, Feminist Identities and neo-liberalism", *Women's Studies International Forum*. Vol. 28:495-508, see BlackBoard for this reading, listed under Course Resources, Week One.

### **Week 2                      *Fertility and Assisted Reproduction Therapy in Local and Global Contexts***

**Guest Lecturer: Dr Rhonda Shaw**

Required reading:

See BlackBoard for this week's readings, listed under Course Resources, Week Two.

### **Week 3                      *Feminism, Theory and Politics***

Required reading:

Nancy Fraser, "The Uses and Abuses of French Discourse Theories for Feminist Politics" *Boundary 2*, 1990: 17:2, pp 82-101

Anoop Nayak, and Mary Jane Kehily 2006 "Gender Undone: Subversion, Regulation and Embodiment in the work of Judith Butler *British Journal of Sociology of Education* 27:4, pp. 459-472

Additional reading:

Susan Moller Okin, "Women and the Making of the Sentimental Family" *Philosophy and Public Affairs* 11: 1, (Winter) 1982, pp. 65-88

Susan Bordo, "Feminism, Foucault and the Politics of the Body" in C Ramazanoglu (ed) *Up Against Foucault: Explorations and Some Tensions in Feminism*. London: Routledge, 1993: pp. 179-202.

### **Week 4                      *Gender and Sexuality*** **Guest Lecturer: Dr Allison Kirkman**

Required reading:

Allison Kirkman and Pat Moloney (eds). "Introduction" in *Sexuality Down Under: Social and Historical Perspectives*. Dunedin: University of Otago Press, 2005, pp. 9-27.

Stevi Jackson and Sue Scott. "Is Heterosexuality Still Compulsory?" in *Theorizing Sexuality*. Berkshire, England; New York: Open University Press, 2010, pp. 74-100

**Week 5**                      **Gendered Bodies and Culture**  
**Contested Perceptions of Muslim Women in West Bengal, India**

**Guest Lecturer: Dr Lorena Gibson**

**Gender, Religion and Other Forms of Spiritual Practice**

Required reading:

See Blackboard for this week's readings, listed under Course Resources, Week Five

**Week 6**                      **'Loveable Bodies' and magazine images**

**Guest Lecturer: Rewa Murphy**

Required reading:

See Blackboard for the reading for this week, listed under Course Resources, Week Six.

**Consumption and the Reproduction of Femininity**

Required reading:

Michelle Lazar. "The Right to Be Beautiful: Postfeminist Identity and Consumer Beauty Advertising" in R. Gill & C. Scharff (eds), *New Femininities: Postfeminism, Neoliberalism and Subjectivity*. Houndmills, Basingstoke, Hampshire; New York: Palgrave MacMillan, 2011, pp. 37-51

**During Tutorials This Week – Research Plans Presented Via Powerpoint Slide**

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**August 22 – September 4 - Mid-trimester break**

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**Week 7**                      **The Social Construction of Masculinities in Beer Advertising**

**Guest Lecturer: Christy Parker**

Required reading:

Tyson Smith. "Pumping Irony: the construction of masculinity in a post-feminist advertising campaign" *Advertising & Society Review*, 6:3, 2005.

Additional reading:

Michael Messner and Jeffrey Montez de Oca. "The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events" *Signs: Journal of Women in Culture and Society*, 2005, pp. 1879-1909.

## **Aesthetic Surgery: Social, Cultural and Ethical Issues**

**Guest Lecturer: Rhonda Shaw**

Required reading:

See Blackboard for the reading for this week, listed under Course Resources, Week Seven.

**During Tutorials this week – Peer Review of Essay Drafts Completed**

### **Week 8 Mother's Milk: Social, Cultural and Ethical Issues**

**Guest Lecturer: Rhonda Shaw**

#### **Mothering and Other Work**

Required reading:

See Blackboard for the readings for this week, listed under Course Resources, Week Eight.

### **Week 9 Control and Violence in Intimate Relationships**

Required reading:

See Blackboard to access the following readings, listed under Course Resources, Week Nine.

K. Cavanagh, R. Emerson, R. P. Dobash and R. Lewis. (2001). ' Remedial Work': Men's Strategic Responses to Their Violence against Intimate Female Partners, *Sociology*, 35(3), pp. 695-714.

and

A. Ali. (2007). Where is the Voice of Feminism in Research on Emotional Abuse?, *Journal of Gender Studies*, 16, pp. 72-77.

**September 22 ESSAYS DUE**

### **Week 10 Contemporary Feminisms: Club Culture and Post-Feminisms**

Required reading:

Cathryn Bailey. "When Girls Just Wanna Have Fun: Third Wave Cultural Engagement as Political Activism" in D. Orr, D. Taylor, E. Kahl, K. Earle, C. Rainwater, & L. Lopez McAlister (eds), *Feminist Politics: Identity, Difference and Agency*. Lanham, MD: Rowman & Littlefield Publishers, 2007, pp. 81-97

## **Week 11                    Love, Sex and Relationship**

Required reading:

See Blackboard for the reading for this week, listed under Course Resources, Week Eleven. The reading is: L. Allen (2003) "Girls want Sex, Boys Want Love: Resisting Dominant Discourses of (Hetero)sexuality", *Sexualities*, Vol. 6 (2): 215-236.

## **Week 12        Revision**

### **October 13    In-Class Test**

#### **Useful General Additional Reading:**

Rob Cover. "Sexuality and Advertising" in A. Kirkman & P. Moloney (eds), *Sexuality Down Under: Social and Historical Perspectives*. Dunedin: University of Otago Press, 2005, pp. 184-199

Joan Jacobs Brumberg, *The Body Project: An Intimate History of American Girls* New York: Random House 1997: "The Body as Evidence" xvii-xxxiii "The Meaningful Membrane" pp 143-157

Tyson Smith and Michael Kimmel. "The Hidden Discourse of Masculinity in Gender Discrimination Law" *Signs: Journal of Women in Culture and Society* 30:3, 2005, pp. 1827-1849

Liz Stanley and Sue Wise. "Afterword" in *Breaking Out Again: Feminist Ontology and Epistemology*. New Edition. London: Routledge, 1993, pp. 186-246 (including bibliography)

David Thorstad, "Homosexuality and the American Left: The Impact of Stonewall" *Journal of Homosexuality* 29(4), 1995, pp. 319-349

## **USE OF TURNITIN**

The essay must be submitted to Turnitin for checking academic integrity as well as in hard copy by 22 September 2011. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

To use Turnitin, go to BlackBoard and find the heading Essay Assignment near the bottom of the Course Resources page. This is where you submit to Turnitin. When uploading submissions, be sure to click the final 'submit' button. If you have taken all the steps you will receive a notification/receipt.

## COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

## COURSE ASSESSMENTS

SOSC/SPOL 215/315 is internally assessed by:

- Tutorial Attendance/Participation
- a Peer Review of Essay Draft
- a Research Essay
- In-Class test

### **Tutorial attendance and participation** **10 %**

Students must attend 6 out of 8 tutorials. Attendance at tutorials for the presentation of a research plan and to take part in a peer review process for draft essays is mandatory.

### **Peer Review of Essay Draft Due September 5** **10 %**

The drafts are due by 10 am Monday the 5<sup>th</sup> of September. The peer review process will take place during tutorial times during the week of September 5 – 9.

### **Research Essay Due September 22** **45 %**

Length: 2500 words for SOSC/SPOL 215; OR 3000 words for SOSC/SPOL 315.

The Research Essay allows you to investigate a topic of your choice in more depth. We will discuss finding topics in class. If you are not sure of a topic please visit Dr Stuart during office hours, or email [kathy.stuart@vuw.ac.nz](mailto:kathy.stuart@vuw.ac.nz).

You will be required to present your Research Essay plan using Powerpoint in a tutorial.

You are also required to submit an essay draft and participate in a peer review exercise. Details about both the presentation and peer review will be given in class and posted on blackboard.

### **In-Class Test during Lecture on October 13** **35 %**

This test is a mandatory part of the course requirement.



## **HANDING IN ASSIGNMENTS**

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

You must submit a hard copy and an electronic copy of your essays. Hard copies must be placed in the assignment box located to the side of the lifts on level 9, Murphy Building. Electronic copies must be submitted to Turnitin through BlackBoard.

Assignments **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 assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

### **Assignment presentation requirements**

Please ensure assignments are double spaced and have a margin that is wide enough to accommodate marking notes.

You **MUST** underline your thesis statement which should appear in the first paragraph of the essay.

### **School Cover Sheet**

Please include a School Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

#### ***Students MUST keep a photocopy of every written assignment***

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

## **MANDATORY COURSE REQUIREMENTS**

To meet mandatory course requirements students must:

- Submit the essay
- Take part in the essay plan presentation and peer review processes
- Sit the in-class test

## **GRADES**

The Social Policy Programme 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.

<b>Pass</b>	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.	
	A	80%-84%		
	A-	75%-79%		
	B+	70-74%		As above, but less individual insight and preparation.
	B	65%-69%		High level of understanding exhibited. Assignment well presented.
	B-	60%-64%		
	C+	55%-59%		Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
C	50%-54%			
<b>Fail</b>	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.	
	E	Below 40%	A clear failure to reach an adequate standard on the criteria set out	

## 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. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

*Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements. Ensure you communicate with Dr Stuart regarding any difficulties in regard to assignment submission dates.*

## EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date. If you need an extension ask Dr Stuart **before** the due date.

## CITATIONS AND BIBLIOGRAPHY

Both essays must contain proper citations. Students may use either in-text citations, or footnotes or endnotes. Your citation format must be consistent. Be sure to include

page numbers for citations unless you really are summarising an entire book or article. A good rule to remember is that you should provide enough information about your sources for your reader to be able to trace them.

Both essays must include an alphabeticised bibliography listing works cited in the essay. The bibliography **should not** include works consulted but not cited.

If you are uncertain about how to do citations please consult Dr Stuart.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## **OTHER CONTACT INFORMATION**

Head of School: Dr Allison Kirkman, MY1013  
Tel: 463 5676 E-m: [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023  
Tel: 463 6132 E-m: [Hal.Levine@vuw.ac.nz](mailto:Hal.Levine@vuw.ac.nz)

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101  
Tel: 463 5432 E-m: [Trevor.Bradley@vuw.ac.nz](mailto:Trevor.Bradley@vuw.ac.nz)

Students with Disabilities Liaison: Dr Russil Durrant, MY1120  
Tel: 463 9980 E-m: [Russil.Durrant@vuw.ac.nz](mailto:Russil.Durrant@vuw.ac.nz)

School Manager: Carol Hogan, MY918  
Tel: 463 6546 E-m: [Carol.Hogan@vuw.ac.nz](mailto:Carol.Hogan@vuw.ac.nz)

School Administrators: Monica Lichti, Alison Melling, Helen Beaglehole  
MY921, Tel: 463 5317; 463 5258; 463 5677  
E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

## RESOURCES

### 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)*

### Books and Articles

#### History of Feminist Thought, Movements and Policy

Anderson, Bonnie S. 2000 *Joyous Greetings: The First International Women's Movement 1830-1860*. New York: Oxford University Press.

Knott, Sarah and Barbara Taylor 2005 *Women, Gender and Enlightenment, 1650-1850*. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.

Macdonald, Charlotte. 1993 *The Vote, the Pill and the Demon Drink: A History of Feminist Writing in New Zealand 1869-1993*. Wellington, NZ: Bridget Williams Books.

Offen, Karen M. 1999 *European Feminisms, 1700-1950: A Political History*. Stanford, Calif: Stanford University Press.

Walkowitz, Judith R. 1980 *Prostitution and Victorian Society: Women, Class and the State*. Cambridge: Cambridge University Press.

Walkowitz, Judith R 1994 *City of Dreadful Delight: Narratives of Sexual Danger in Late Victorian London*. London: Virago Press.

## **Feminist Knowledge and Research**

- Nielsen, Joyce McCarl 1990 *Feminist Research Methods: Exemplary Readings in the Social Sciences*. Boulder: Westview Press.
- Gumport, Patricia 2002 *Academic Pathfinders: Knowledge Creation and Feminist Scholarship*. Westport, Conn: Greenwood Press.
- Hesse, Biber, Sharlene Nagy and Patricia Lina Leavy 2007 *Feminist Research Practice: A Primer*. Thousand Oaks: Sage Publications.

## **The Body: Theory and Politics**

- 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.
- Burns, M. 2004 Eating Like an Ox: Femininity and Dualistic Constructions of Bulimia and Anorexia, *Feminism & Psychology*, Vol. 14 (2): 269-295.
- 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.
- 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.
- 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.
- 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.
- 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.
- Wendell, S. 1996 Feminism, Disability, and Transcendence of the Body. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. New York and London: Routledge.

## International Gender Politics

- Allen, Beverly 1996 *Rape Warfare: The Hidden Genocide in Bosnia-Herzegovina and Croatia*. Minneapolis: University of Minnesota Press
- Barstow, Anne Llewellyn 2000 *War's Dirty Secret: Rape, Prostitution and other Crimes against Women*. Cleveland OH: Pilgrim Press.
- Burton, Antoinette 1998 "States of Injury: Josephine Butler on Slavery, Citizenship and the Boer War," *Social Politics*, (Fall): 338-361.
- \_\_\_\_\_. 1994 *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915*. Chapel Hill & London: The University of North Carolina Press
- Chatterjee Ratnabali 1999 "Indian Prostitute as a Colonial Subject: Bengal 1864-1883." *Re/productions 2* (April), First published in *Canadian Woman Studies/Les Cahiers De La Femme*, 13 (1). On line at:  
<http://www.hsph.harvard.edu/Organizations/healthnet/SAsia/repro2/issue2.htm>  
Last accessed July 6 2005.
- Doezema, J. 2001. "Ouch! Western Feminists 'Wounded Attachment' to the 'Third World Prostitute.'" *Feminist Review* 67, (Spring): 16-38.
- Enloe, Cynthia 1988 *Does Khaki Become You? The Militarization of Women's Lives*, London: Pandora Press.
- Hicks, George 1995 *The Comfort Women: the sex slaves of the Imperial Japanese Forces* ST Leonards, NSW: Allen and Unwin 1995
- Kempadoo, K.(ed.) with Jyoti Sanghera and Bandana Pattanaik. 2005 *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. Boulder, Colo: Paradigm Publishers.

## Gender Violence

- Amnesty International 2004a *Kosovo (Serbia and Montenegro) "So Does it Mean That We Have the Rights?" Protecting the Human Rights of Women and Girls Trafficked for Forced Prostitution in Kosovo*. AI Index: Euro 70/010/2004 6 May
- Brownmiller, Susan 1975 *Against Our Will: Men, Women and Rape*. New York: Fawcett Columbine.
- Gavey Nicola 2005 *Just Sex?: The Cultural Scaffolding of Rape* London: 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.

## Gender Theory

- 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.
- Brickell, Chris 2003 'Performativity or Performance? Clarifications in the Sociology of Gender', *New Zealand Sociology*. Vol. 18(2): 158-178.
- 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.
- West, C. and Zimmerman, D. 1991, 'Doing gender.' In *The Social Construction of Gender* edited by Lorber, J. & Farrell, S. California: Sage.

### **Femininity**

- Bartlett, A. 2002 Scandalous Practices and Political Performances: Breastfeeding in the City, *Continuum: Journal of Media & Cultural Studies*, Vol. 16 (1): 111-21.
- 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.
- Habgood, R. 2001 Negotiating Housework. In *Sociology of Everyday Life in New Zealand* edited by C. Bell. Palmerston North: Dunmore Press.
- Stearns, C. A. 1999 Breastfeeding and The Good Maternal Body, *Gender & Society*, Vol. 13 (3): 308-325
- Jahnke, H. T. 2002 Towards a secure identity: Maori women and the home-place, *Women's Studies International Forum*. Vol. 25(5): 503-513
- 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.

### **Masculinity**

- Connell, Raewyn, 2000 *The Men and the Boys* Cambridge: Polity.
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# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

## 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.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_