

ES/WS 390: GENDER AND RACE IN U.S. SOCIETY (E-Focus)
FALL 2009
ARCH 101A
T, Th 9 am to 10:15am

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For all updates on the syllabus see: <http://www2.hawaii.edu/~dasgupta/> (The page can also be accessed through the Ethnic Studies Home Page)

Course Description:

This course looks at the interlinked social processes that *make* gender and race in the United States. How have social relations like colonization, slavery, civil rights, and migration shaped social institutions like the courts, media, education, and health care? How have people fought back against gender and racial subordination? We examine particular historical contexts and contemporary issues to answer these questions. Thus, the entire course asks you to reflect on the ethics of building a society that is free of racial and gender discrimination. In doing, so we come to realize that concepts of race and gender change over time and that people do not experience their racial and gender identities apart from each other. Furthermore, one's race and gender also send out messages about one's sexuality and economic class. Thus, the thematic units in the course build on each other to communicate that:

- a) Experiences of gender and race are also mediated by the role of sexuality, class and nationality. Therefore, a comprehensive vision of social justice must take into account the intersections of different types of social hierarchies.
- b) This intersectional approach helps us place the contemporary experiences of different racial groups in historical context.

Contemporary Ethical Issues Focus

Most often we use a binary moral framework of "good" or "bad" to judge the contemporary social problems that face us. Social problems, like racism and sexism, are multidimensional. To understand the complex roots of these problems and to effectively address them, we need finer tools that are based in ethics, rather than morality, so that we can see that there are more than two opposite sides of an issue. In this class, we will focus on the *complexities* of the ethical questions that each of the units raises, to learn how to develop appropriate ethical positions. In doing so, we will learn how to bridge the gap between normativity (how society *should* be) and reality (the way society *is*).

* Please use my office hours. If you cannot make those, make an appointment to see me. One-to-one meetings enable us to discuss your ideas, help you with any difficulty you face with the course material, and help me to get to know you better.

* Students who have special needs should make an appointment to see me within the first week of class so that we can ensure your full participation.

Required Readings:

WS/ES 390 Reader is available at **Professional Image**, 2633 S. King St, 973-6599.

The following books are available at **Revolution Books** 2626 King Street, 944-3106. Please pay by check or cash. Credit cards are not accepted.

- 1) David Stannard. 2006. *Honor Killing: Race, Rape, and Clarence Darrow's Spectacular Last Case*. Penguin. [Stannard in Course Outline]
- 2) Andrea Smith. 2005. *Conquest: Sexual Violence and American Indian Genocide*. South End Press. [Smith in Course Outline]
- 3) Nadia Kim. 2008. *Imperial Citizens: Koreans and Race from Seoul to LA*. Stanford University Press. [Kim in Course Outline]

Learning Objectives:

- Identify the ethical issues embedded in race and gender relations in U.S. society
- Evaluate the range of anti-racist and anti-sexist responses in order to arrive at ethical means of social action
- Link historical events and issues to contemporary concerns; trace change over time in the ethical frameworks of antiracist and anti-sexist efforts
- Think relationally across racial and gender groups
- Become critical thinkers. The course challenges you to move away from description to analysis by learning to ask “what,” “why,” “how” questions about the material.
- Develop writing and oral presentation skills

Getting a major, minor or certificate in Ethnic Studies and Women’s Studies:

Many of you have been taking Ethnic Studies or Women’s Studies courses that qualify you for a major, minor, or certificate in these fields. ES/WS 390 fulfills Ethnic Studies’ course requirements in Category C and Women’s Studies’ requirement of coursework with a focus on gender, race and ethnicity in transnational perspective. To learn how to get a major, minor, or certificate in Ethnic Studies go to the Ethnic Studies Academic Programs webpage and contact Prof. Ibrahim Aoude at aoude@hawaii.edu or at 956-4000. For Women’s Studies, go to Women’s Studies Degrees webpage and contact Prof. Kathy Ferguson at kferguso@hawaii.edu or at 956-6933.

Assignments and Grade Distribution (Total=100)

Assignments	Due Dates	Points
Weekly	On Thursdays Weeks 2-15	15
Mid Term	10/6	15
Gender Violence paper	11/3	10
Movie Review	11/24	10
Oral Group Presentations	See schedule	10
Participation	Every class	10

Course Requirements:**Attendance:**

Attendance is mandatory. You are not supposed to be anywhere else during the scheduled class period. An attendance sheet will be passed around at the beginning of class. You cannot sign the

sheet if you come in late. Early departures or coming late to class — unless by permission — will be considered as absences. You are allowed two unpenalized absence during the semester (this amounts to a week's worth of class) but in all cases of absence, you need to inform me via e-mail. I reserve the right to fail a student whose attendance is irregular. Please understand that if you are absent then you obviously cannot participate in class. Your absences will be reflected in the grade you receive for participation.

Participation:

Speaking and active listening in class counts for participation. The success of this E focus class depends on honest and respectful discussion that engages with the ideas presented in the readings, lectures, videos, and by your classmates. The grade of students who do not participate in class discussion will automatically drop to a "B." If you have problems speaking in a classroom setting, please talk to me about it.

Readings:

You *must* come to class having done the assigned reading. You cannot participate in class discussions or do the weekly assignments without doing the readings. This is an upper level class. In taking it, you are making a commitment to come to class prepared. Please bring the readings we are covering on a particular day (books or reader or both) to class.

Writing:

All written work for this course needs to be word-processed, grammatical, free of spelling errors, and well-organized. All direct quotations taken from the readings must be cited. A paper that does not cite direct quotes taken from the readings by author and page number or that inadequately paraphrases the readings *will receive an "F."*

Weekly assignments (15%): You will submit a response (max 1 page) to the readings and an overall discussion question for the weeks marked in the Course Outline. The response must cover *all* the weekly readings and must reflect *critical thinking*. It should *not* be a summary of the readings. You will end the assignment with a "why/how/what" question on the overall themes of the readings. There are *no make-ups* for discussion questions and questions submitted by e-mail or dropped off by a friend are not acceptable. See the online syllabus for guidelines on doing this assignment.

Mid Term (15%): I will set essay questions based on the material covered in class for your midterm. The midterm will be an *open book take home*. You will be allowed to consult the relevant texts and class notes to answer the questions.

Movie Review (10%): I will provide you with a list of movies from which you will select one and write a review using the analytical tools used in the course.

Research Paper (30%): Students need to meet with me to discuss their research project at least *twice* during the semester. The research project will be based on primarily on library research. You may incorporate primary research material such as historical documents, interviews, and popular culture sources. On the *4th week* of class you will submit a research topic and a list of books, scholarly, articles, and web resources. You will work systematically on the project for the rest of the semester. This means reading the books and articles you have listed for your project and taking notes on them, doing your interviews, collecting archival material, watching and taking notes on shows or movies. There are *no extensions* on the research paper deadline.

Group Exercise:

Each student will sign up for one of the topics listed below to formulate group exercises that will allow students to deliberate on the range of ethical positions that one can take on the topic. The topics are based on the materials you will be covering in class. The leaders in charge of the topic

will need to ensure that a) students discuss the ethical dilemmas and arrive at ways to address them; b) everyone present gets an opportunity to participate in discussions and share their ideas. See online syllabus for guidelines and resources for this assignment.

- Moral Panics: Media, Public Opinion and the Rule of Law in the Massie Case
- Reproductive Choice, Reproductive Rights
- Cultural Appropriation, Cultural Appreciation
- Imperial Subjects/Global Citizens: Koreans in Seoul and LA

Policies:

Late papers:

All assignments are due at the beginning of the class. The dates on which the papers are due are firm deadlines. You will lose 1/3 of a grade for every day that an assignment is late. For eg., if you submit a A- paper a day late, the grade will be scaled down to a B+.

Absences:

Attendance is mandatory.

Academic honesty:

Any infraction of codes of academic honesty will lead to sanctions from the instructor. You will receive a *failing grade* if you copy or submit other people's work, or do not properly attribute ideas that are not original to you.

Course Outline:

Unit I: Core Concepts

Week 1

8/25: Introductions;

8/27: AAA Statement (Download); Lorber, "Social construction of gender" (Reader)

Week 2

- **9/3 Weekly assignment #1**

9/1: Omi and Winant, "Racial Formation" (Reader); Zinn and Dill, "Theorizing Difference from Multiracial feminism" (Reader)

9/3: Okiihiro "Is Yellow Black or White?" (Reader); Lipsitz, "Bill Moore's Body" and "The Possessive Investment in Whiteness" (Reader)

Week 3

- **9/10 Weekly assignment #2**

9/8: Pierre, "Black Immigrants in the United States and Cultural Narratives of Ethnicity" (Download)

9/10: McIntosh, "White Privilege: Unpacking the Invisible Knapsack," (Reader); Giroux, "Youth and the Myth of a Post-Racial Society Under Barack Obama" (Download)

Unit II: Honor Killing: Race, Masculinity, and Femininity

Week 4

- **9/17 Weekly assignment #3**
- **Research topic and list of references due**

9/15: Stannard, Chs 1-6

9/17: Stannard Chs 6-10; Davis, "Race Racism and the Myth of the Black Rapist"
(Reader)

Week 5

- **9/22 Weekly assignment # 4**

9/22: Stannard: Chs 11-15

9/24: Stannard: Chs 16-21

España-Maram, "'White Trash' and 'Brown Hoards'" 9/24: (Reader); Yamanaka, "Kala gave me anykine advice" (Reader); NYT on Taxi Halls

Week 6

- **10/1 Weekly assignment # 5**
- **10/1 Group Exercise: Moral Panics**

9/29: Stannard, 22-28

10/1: Review Stannard

Unit III: Violence against Women and Sexual Economies

Week 7

- **10/6 Mid Term due in class 10/6 (15 pts)**
- **10/8 Weekly assignment #6**

10/6: Adrienne Davis, "'Don't let nobody bother yo' principle,'" (Reader); Smith, Chs 1 and 2;

10/8: Smith, Ch 3

Video: *No!*

Week 8

- **10/15 Weekly assignment #7**

10/13: Smith, Ch 4

10/15: Smith, Ch 5, Roberts, "The Dark Side of Birth Control"

Week 9

- **10/20 Weekly assignment #8**
- **Group Exercise: Reproductive Choice, Reproductive Rights**

10/20: "From Norplant to Contraceptive Vaccines" (Reader); Chavez, "Latina Sexuality, Reproduction, and Fertility as Threats" (Reader); Making Contact on National Radio Project, "Guard us All"

10/22: Smith, Ch 8

Week 10

- **10/29 Weekly assignment #9**

10/27: Rudrappa, "Finding our Home in the World" (Reader); Smith Ch 7

10/29: Rudrappa, "Madness, Diasporic Difference, and State Violence: Explaining Filicide in American Courts" (Download)

Video: *Under One Sky: Arab Women in North America Talk about the Hijab*

Unit IV: Transnational Contours of Empire

- **11/3 Short Essay on Gender Violence (10 points)**
- **11/5 Weekly Assignment # 10**

Week 11

11/3: Said, "Orientalism" (Reader); David and Ayouby, "Studying the Exotic Other in the Classroom" (download)

11/5: Kim, Ch 1 pp. 1-19 and Ch 2

Week 12

- **11/12 Weekly Assignment # 11**

11/10: Kim, Ch 3

11/12: Kim, Ch 4

Week 13:

- **11/19 Weekly assignment # 12**
- **11/19 Group Exercise: Cultural Imperialism, Cultural Appropriation, Cultural Appreciation**

11/17: Kim, Ch 5

11/ 19: Kim Ch 7

Week 14

- **11/24 Weekly assignment # 13**
- **Movie Review due in class (10 pts)**

11/24: Kim, Ch 8

11/26: THANKSGIVING BREAK

Week 15:

- **12/ 1 Weekly assignment #14 (this last assignment is 2 points)**
- **Group Exercise:**

12/1: Kim, Ch 9

12/ 3: Review

Week 16:

12/8: Research Presentations

12/10: Research Presentations

RESEARCH PAPER (30 pts) DUE ON 12/14 (M), GEORGE HALL 301, 3PM

* This syllabus is subject to minor changes