

ES/WS/SOC 418: Women and Work
Contemporary Ethical Issues
“E” FOCUS CREDIT

University of Hawai‘i-Mānoa
Spring 2016
Tuesday, 3pm to 5:30pm
KUY 407

Instructor: Sue Haglund
E-mail: haglund@hawaii.edu
Office: George Hall 303
Office Hours: Tues. 230-3pm, Thurs. 830-9am
or by appointment

Course Description

“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” —Chimamanda Ngozi Adichie, TEDGlobal 2009

In a TEDGlobal 2009 Conference, Nigerian novelist Chimamanda Ngozi Adichie addresses the interpretation of stereotypes and the perils of a single story. Through the role of policy-making and media (print, visual, and audio), every day a single story is created. A single story is created through snippets of information collected and disseminated by the media and policymakers to the public. A single story becomes the main story—the only story defining the human condition. How do we break away from the single story syndrome? What is the cause and effect of a single story? Who creates the single story and who consumes it?

This seminar course is designed to provide a theoretical, practical and critical examination of women and work such as evaluating various themes involving public policy-making, labor and economy both at work and at home. The purpose of this course is to augment our understanding of (1) how policy is made and defines labor; (2) how political actors and interest groups shape and define gender and work through advocacy, policy and education; and (3) how political/social organizations’ definitions of labor, gender and race affects our community. Through different case studies, we will examine the interlocking relationships of historical, political, and social structures displayed in media and policy-making issues.

Contemporary Ethical Issues

This course is a Contemporary Ethical Issues (E) Focus designation.

Contemporary ethical issues will be integrated and studied into the main course content. Quantitatively, at least 30% of this three-credit course will be devoted to contemporary ethical issues. A minimum of 8 hours of class time will be spent discussing legal ethical issues and moral ethical issues through the use of class discussions, assignments and lectures in which students will achieve basic competency in analyzing and deliberating upon these issues related to women’s paid work, unpaid care work and justice work. Furthermore, students are required to apply an ethical consideration/approach in the two assigned projects (Policy Analysis and Research Paper). Lastly, we will discuss the contending ideals and dynamics of personal and public decision-making made by governments, public servants, stakeholders, political activists, advocates, and public citizens by engaging and exploring contemporary ethical issues related to gender, class, race and work.

Learning Outcomes

Students will be able to:

- (1) Articulate and assess the interlocking relationships of paid work (productive labor), housework (social reproductive labor).
- (2) Learn to identify which occupations are feminized (eg. carework, certain kinds of service work) and which are masculinized (eg. military and politics).
- (3) Demonstrate critical reasoning in organizing their thoughts and understandings on intersectionality and issues related to women and work, gender, race, class, and nationality by utilizing ethical standards and approaches such as the virtue, utilitarian, rights, and fairness/justice.
- (4) Conduct research using electronic resources, bibliographic and historical sources related to a policy issue.
- (5) Identify key stakeholders and analyze arguments with an ethical consideration/approach from both sides of a policy/community issue in written and oral presentations.
- (6) Develop the distinction and understanding between legal ethical issues versus the moral ethical issues.

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Student Learning Objectives

Ethical Deliberation: Students will engage with the materials in this course to learn how identify a) the difference of making a moral argument and an ethical one, and b) a variety of ethical positions. We follow [A Framework for Ethical Decision Making](#) developed by The Markkula Center for Applied Ethics at the Santa Clara University)

Critical thinking: Beyond description, you will be asked to analyze the readings as well as your day-to-day experiences. Critical thinking requires that you raise and answer “w, h” questions: the “why,” “how,” “what” questions. It is often uncomfortable because we have to examine some of our deeply-held beliefs and assumptions. But once we get used to it, a new window through which we view the world opens up.

Application of core concepts:

- **Women and work:** The course redefines the common understanding of work as paid work and accounts for the many types of work that women do. Students are encouraged to see paid work (productive labor) and housework (social reproductive labor) as intrinsically linked.
- **Gender:** The formal workplace and the home are understood in this course as deeply gendered sites. We learn to identify which occupations are feminized (eg. carework, certain kinds of service work) and which are masculinized (eg. military).
- **Intersectionality:** Gender is not the only force shaping women’s work. Differences among women arise because of their race, class and nationality. In this course, we will treat gender, race, class and nationality as intersecting systems.
- **Gender, ethnicity and colonialism in an Asia-Pacific context:** Our sections on domestic work, tourism, sex work, and the military help us understand how gender and ethnicity are shaped in colonial contexts.

Interdisciplinarity: We approach the question of gender and work through different disciplines: history, sociology, economics, public policy, and literature.

Writing skills: I emphasize the value of good writing as part of the skills you gain in college. The course gets you into the habit of writing something every week and teaches you the skills of writing critical papers and research papers.

Oral skills: Through small group discussions, an interactive classroom format, and presentations, the course helps you get comfortable with public speaking.

Linking theory with experience: Students will be asked to apply the concepts and theories to their family histories and their own work experiences. The family project and class discussions aim at helping students make these links.

Texts

- Shirley Hune and Gail Nomura. *Asian/Pacific Islander American Women: A Historical Anthology*. NYU Press. 2003.
- Sharon Hays. *Flat Broke with Children: Women in the Age of Welfare Reform*. OUP 2004.
The listed books are available at Revolution Books, 2626 King Street, 944- 3106
- Other course readings will be available on Laulima, An asterisk indicates readings are available on Laulima.

Grading

	<u>Points</u>	<u>Grading Scale</u>
Attendance and Participation	15	A = 90 – 100
Analysis Paper (5 pages)	20	B = 80 – 90
Two Short Reaction Papers (1 page each, single space)	12	C = 70 – 80
Abstract of Research Paper (1 page)	3	D = 60 – 70
Research Paper on Public Policy Issue (10 pages)	25	F = 0 – 60
Final Presentation*	25	
TOTAL POINTS	100	

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Attendance

Classroom attendance is mandatory. You will be graded on your effort and active participation in class activities. Please contact your instructor if you cannot attend class. If you miss class, you are responsible of all class assignments and readings. Contact your instructor for missing assignments if absent. For each unexcused absence, one point will be deducted.

Participation: Group Ethical Deliberation

As part of the participation grade, students will take turns as a facilitator to lead a small group ethical deliberation based on weekly readings. The groups led by student facilitators will deliberate on the ethical implications of the topics that are covered in the weekly readings. I will post the instructions and the list of topics on Lulima. Students are expected to actively participate in class discussions and attend all class meetings. It is essential that you come to class prepared and ready to participate. Furthermore, class participation may include a variety of activities such as group interactions, discussions and debate. Please remember, do not be afraid to make mistakes—it is part of the learning process.

Two Short Reaction papers

Brief reaction papers: 1-page each, single-spaced, font size Times Roman 12 point and 1-inch margins. Further details will be given at a later date.

Policy Analysis

Policy Analysis Paper: 5 pages, double-spaced, font size Times Roman 12 point and 1-inch margins.

Students are to pick a public policy issue related to women and work and offer an objective public policy analysis. This assignment differs from the Research Paper assignment (see below) in terms of its purpose. The focus of the policy analysis assignment is to develop students' ability to (1) identify the issue and key stakeholders, (2) analyze the arguments on both sides of the issue, and (3) come to a reasonable conclusion or recommendation on the issue.

REQUIRED COMPONENT: Ethical consideration in approaching public policy analysis

The purpose of this exercise is to place yourself, the student, in the role of the public policy-maker. You must address the interlocking relationships of society and address the common conditions that are important to the welfare of everyone in the community.

Research Paper on Public Policy Issue

Research Paper: 10 pages and double-spaced. More details on the Research Paper will be given at a later date. Students are to pick a public policy issue and offer a persuasive research analysis. Unlike the Policy Analysis assignment, students are to take a point of view in this assignment and seek to persuade a neutral reader that your course of action is the one that will best meet the objectives of the policy stakeholders.

REQUIRED COMPONENT: Ethical Consideration/Approach to include in the Research Paper

It is the student's choice whether, and how, to exercise their influence. Students may emphasize that the policy that does the most good or causes the least amount of harm produces the most ethical public policy choice. Alternatively, the student may assert that policy that should be pursued by the decision-maker should be one that best protects and respects the moral rights of those affected or protects all equals equally. The student may also decide to approach the issue by promoting certain ideal virtues that provide for the full development of our humanity.

Abstract

However, as we go through the semester, students may want to think about public policy issues are of interest to them, identify the key stakeholders and facts pertinent to that issue, and analyze the methods that may be used to influence those stakeholders.

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As part of this assignment, students will be required to turn in a 1-page abstract of their research paper. The abstract is to assist the student in focusing their ideas in developing their plan. The abstract will be worth a maximum of 3 points (1 point – demonstrates minimal effort; 2 points – sufficiently identifies the issue and arguments; 3 points – exhibits a keen understanding of the issue and arguments).

Final Presentations

Each student will present his/her individual final presentation on the assigned class days (TBA). Further details on final presentation will be given at a later date such as length of presentation etc.

Disability Services

If you have a disability and have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the Kokua Program, Queen Lili’uokalani Center for Student Services, room 013 or call 808-956-7511 for assistance.

Academic Code of Conduct

All students are subject to the Student Conduct Code defined by the University of Hawaii at Manoa. Copies of the Student Conduct Code available at Queen Lili’uokalani Center for Student Services, room 409. Special attention should be given to the topics of academic dishonesty, cheating and plagiarism

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All Subject To Change

***Readings on Laulima**

WEEK	THEME	ASSIGNMENT AND READINGS
1	Introduction: Dangers of a single story: what is work?	1/12: Introductions: Homework: These readings can be found on Laulima “Thinking Ethically” Article*; “A framework for Thinking Ethically”* ; Dickinson and Shaeffer “The meaning of work”*; Amott and Matthaei “Race, class, gender, and women’s works” Complete all readings by 01/19
2	Intersections of work, ethics, Native feminism and Indianness	1/19: Homework: These readings can be found on Laulima Janda “The Intersection of Feminism and Indianness”*; and Ramirez “Learning Across Differences: Native and Ethnic Studies Feminisms” * “Making an ethical decision” article* Complete all readings by 1/26
3	The Players: Intersections of work, ethics, Native feminism and indianness	1/26: Homework: Janda “An Activist in Her Own Right”*; Janda “Beloved Woman Politicized”* and Janda “Politics and Policy”* and Margiotti “Clothing sociality” Complete readings by 2/2
4	The Players: Intersections of work, ethics, Native feminism and indianness	2/2: Homework: Amott and Matthaei, “The cult of domesticity”*; and Amott and Matthaei “Rosie the Riveter” Hune and Nomura, Ch 1: “Constructed images of Native Hawaiian women” (McGregor), and Hune and Nomura Ch 6, “Korean Picture Brides, Pioneer Korean Women and their benevolent nationalism” (Kim) Workshop: How to start working on a research project: Outline steps, and generate checklist Complete readings by 2/9
5	The Cult of Domesticity	2/9: Homework: Mantsios “Class in America”* and Amott and Matthaei “The Growth of Wage Work” Hune and Nomura, Ch 5, “Housewives, men’s villages and sexual respectability” (Gee), and Ch 9, “The ministering angel of Chinatown” (Wu); Complete readings by 2/16
6	The Cult of Domesticity	2/16: 1st Reaction Paper due at the beginning of class Homework: Fox and Lawless, “Men Rule: The Continued Under-Representation of Women in U.S. Politics”* and Fox and Lawless, “Girls Just Wanna Not Run: The Gender Gap in Young Americans’ Political Ambition* and News Articles: “Voters don’t care...” and “Why did women do so well in 2012?” Complete readings by 2/23

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7	The Players: Gender Gap and The Elections	<p>2/23: Homework: Legerski and Cornwall, “Working-class job loss, gender, and the negotiation of household labor” <i>Gender & Society</i> 24(4).* and Haney “Motherhood as Punishment: the Case of Parenting in Prison”*</p> <p>Hune and Nomura, Ch 17, “Politicizing motherhood” (Bao)</p> <p>Complete readings by 3/1</p>
8	Defining Motherhood: Work-Family	<p>3/1: Homework: Damaske, “A ‘Major Career Woman?’”* and Maume, Sebastian and Bardo, “Gender, Work-Family Responsibilities and Sleep.”*</p> <p>Harknett and Kuperberg “Education, Labor Markets and the Retreat from Marriage”*</p> <p>Research Paper Abstracts due on Friday, MARCH 4TH by 11:59pm via email at haglund@hawaii.edu</p> <p>Complete readings by 3/8</p>
9	Balance: Work-Family	<p>3/8: Homework: Wisensak “The changing workplace”*; Parry, “Family Leave Policies”*; and article “Study: In business, women value ethics more than men”*</p> <p>Complete readings by 3/15</p>
10	Balance: Work-Family	<p>3/15: Policy Analysis Papers due at the beginning of class</p> <p>Homework: Duffy, “We are the Union”*; Glenn “From Servitude to Service Work”*; and Parreñas article “Migrant Filipina Migrant Workers and the International Division of Reproductive labor”* and “Phillips, “Moving with the Women”*</p> <p>Hune and Nomura, Ch 18, “Caring across borders” (Tung)</p> <p>Complete readings by 3/29</p>

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WEEK	THEME	ASSIGNMENT AND READINGS
No Class	SPRING BREAK	March 21-25, 2016
11	Reproductive Labor	3/29: Homework: Desmond: “Let’s Lu’au”* and Desmond “Tourism and the commodification of culture”*; Hall “Strategies of Erasure”* and Hune and Nomura, Ch 12, “Passed into present: Women in Hawaiian entertainment”(Stillman) Complete readings by 4/5
12	Service Work in Tourism	4/5: Homework: Katznelson, “The Welfare State”*; Ehrenreich, chap 1*; Ehrenreich, chap 3 and Evaluation* Workshop: Peer-editing exercise Complete readings by 4/12
13	Service Work and Low Wages	4/12: 2nd Reaction Paper due Homework: news article “The Welfare Queen”* and Hays Ch 1-4 Complete readings by 4/19
14	Women and Welfare	4/19: Homework: Hays, Ch 5-8 Complete readings by 4/26
15	Women and Welfare	4/26: Research Paper Due In-Person in the beginning of class
16	Women and Welfare	5/3: Last Day of Instruction: Final Presentations Part One
Final Exam Week	FINAL PRESENTATIONS: PART TWO	Date: Tuesday, MAY 10th, TIME: 3-530PM, Place: KUY 407