

WS/ES 390: GENDER AND RACE IN U.S. SOCIETY (E-Focus)
SPRING 2014
KUY 209
T,Th 9:00-10:15 AM

*** GUIDELINES FOR WEEKLY ASSIGNMENTS**
*** GUIDELINES FOR GROUP EXERCISE**
*** RESEARCH PAPER TOPICS & GUIDELINES**

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Office Hours: Thursday: 1:30-3:00 pm
Friday: 1:30-3:00 pm and by appointment

All updates will be posted this
page: <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, and migration shaped social institutions like the courts, prisons, media, and battered women's shelters? 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:

1. 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.

2. This intersectional approach helps us place the contemporary experiences of different racial groups in historical context.
- 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.

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).

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.

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. Michelle **Alexander**. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press [Alexander 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 or certificate in Ethnic Studies go to the Ethnic Studies Academic Programs webpage and contact **Prof. Ty Kawika Tengan** at (956-5144)). Those interested in majoring in Women’s Studies should contact **Prof. Kathy Ferguson**.

Assignments and Grade Distribution (Total=100)

- Weekly assignments: (2 points x 5)=10% + one 2-point extra credit assignment
- 3/4 (T): Mid Term (20%)
- 4/1 (T): Thesis Statment, Outline, and List of References (5%)
- Group Excercise (15%): See schedule below
- 4/29 (T): Short Essay (10%)
- 5/12 (M): Research Paper (30%)
- Participation (10%)
- Write up for Extra Credit Events (4 extra points max)

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 (amounts to a week's worth of classes). 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.

READING:

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." For the purposes of this class Wikipedia is not a valid source of reference.

For all writing assignments refer to **Common Grammatical Mistakes** so that you may avoid them. For the mid term, short essay, and research paper, follow the **either of the two Chicago systems (notes or parenthetical)** or the **APA Style** or the **MLA Style Sheet**.

Weekly assignments (10%):

You will submit a response (max 1 page) to a prompt based on the readings for the weeks marked in the Course Outline. The response must reflect critical

thinking. It should *not* be a summary of the readings. It cannot be e-mailed or dropped off by a friend. There are no make-ups for these assignments.

Mid Term (20%) and Short Essay (10%):

For these assignments, you will answer essay questions I will set based on the material covered in class. These assignments will be open book take homes. You will be allowed to consult the relevant texts and class notes to answer the questions. You will need to cite all your sources and ideas. A poorly or inadequately cited paper will receive a failing grade.

Research Paper (30%):

I will provide a list of suggested topics. If you are interested in a topic that is not on the list, please discuss this with me first. All students need to meet with me during my office hours after they choose their research topic to discuss their progress with the project. Any changes to your research topic will be made in consultation with me. The research project will be based primarily on library research and scholarly 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. After Spring Break, you'll be submitting a draft of your thesis statement which will lay out the argument of your paper based on your findings, the outline for your paper and your sources formatted according to the style guide. There are no extensions on the research paper deadline.

Group Exercise: Thinking Ethically: (15%):

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. See these guidelines as you prepare for the exercise. The leaders in charge of the topic will design the exercise following the guidelines and during the in class discussion 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. The group exercise is not a traditional presentation. The students responsible for a topic will design in-class exercises that will best stage the ethical questions outlined in the guideline, facilitate discussion, guide students through the ethical dilemmas, and summarize the student's insights into how to tackle the ethical issues raised.

- 2/27 (Th): Moral Panics
- 3/20 (Th): Crime, Punishment and Justice
- 4/24 (Th): Gender Violence
- 5/6 (T): Cultural Appropriation, Cultural Appreciation

Extra credit: (4 credits per semester)

You can earn up to 4 extra credit by attending events on campus that I will notify you by e-mail or a combination of attending events. To get credit for attending the event, you need to submit a short write-up within a week of the event. The write-up should explain the event and your response to it, including a question you asked or wanted to ask.

POLICIES:

Protocol:

Cell phones need to be turned off. Text messaging, surfing the internet, doing work for another course, reading the newspaper, or other activities not related to the course will not be tolerated in this class. If you want to do these things, please do not come to class. If I notice that you are engaged in any of these activities, you will be asked to leave. Students who breach classroom protocol, and take away from our learning environment risk penalties including a failing grade in the course.

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+. There are no late submissions allowed for the weekly assignments and for the final research paper.

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. Please read section **IV B of Proscribed Conduct of the Student Conduct Code** for

familiarizing yourself with what constitutes academic dishonesty. See also the [Academic Grievance Procedure](#) to familiarize yourself with the process.

COURSE OUTLINE

Unit I: Core Concepts

Week 1

1/14: Introductions

1/16: [AAA Statement](#); Lorber, "[Social construction of gender](#)"

Week 2

- 1/23: **Weekly assignment 1**: In your own words, briefly explain the following: racial formation (Omi and Winant), the one main criticism of the Black-white model of U.S. race relations (Gold), and intersectionality (Zinn and Dill, Smith).

1/21: Omi and Winant, "Racial Formation" (Reader); Gold, "From Jim Crow to Racial Hegemony" *Ethnic and Racial Studies* 27(6) (Laulima/Resources)

1/23: Zinn and Dill, "Theorizing Difference from Multiracial Feminism" *Feminist Studies* 22(2) (Laulima/Resources); Smith, Ch 1

Week 3

1/28: Lipsitz, "Bill Moore's Body" and "The Possessive Investment in Whiteness" (Reader)

1/30: Bonilla-Silva, "The Invisible Weight of Whiteness" *Ethnic and Racial Studies* 35(2) (Laulima/Resources); Williams, [Seeing a Color-Blind Future](#)

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

Week 4

- 2/4 (Tuesday): Weekly assignment 2: What aspects of "whiteness" do Lipsitz and Bonilla-Silva reveal? What is the relationship between color blindness and Whiteness (Williams)?

- 2/6: Hand in a page with your research topic, first draft of list of references, and timetable for your research tasks.

2/4: Stannard, Chs 1-6

2/6: Stannard Chs 7-10; Davis, "Race Racism and the Myth of the Black Rapist" (Reader)

Week 5

- 2/13: Weekly Assignment 3: Why, according to Angela Davis, is "the Black rapist" a myth. When did this myth emerge? Why is her analysis relevant to the

alleged rape of Thalia Massie by five local men? (Draw on Weeks 4 and 5 readings).

2/11 Stannard: Chs 11-15

2/13: Stannard: Chs 16-21, Chesney-Lind and Brown, [Hawai'i incarceration rates](#)

Week 6

- 2/20: Weekly assignment 4: What was "moral" yet unethical about the panic generated about the release of the five local men after the hung jury in the first trial?

2/18: Stannard, 22-24

2/20: Stannard, 25-28; Review Stannard; DMZ Hawaii, [Military Sites in Hawai'i](#)

Videos: *Impact of Massie Case*

Unit III: Race, Gender and Punishment

Week 7

- 2/27: Group Exercise: Moral Panics

2/25: [Michelle Alexander speaking about her book on Making Contact](#); Alexander, Ch 1

2/27: Alexander, Ch 2

Week 8

- 3/4: Mid Term due in class (20%)

3/4: Alexander, Ch 3 (97-127); Pierre, "Black Immigrants in the United States and Cultural Narratives of Ethnicity" *Identities* 11 (Laulima/Resources)

3/6: Alexander, Ch 4

Week 9

- 3/13: Weekly Assignment 5: Why does Alexander argue that the system of mass incarceration is not like other institutions 'infected' with racism? Give one example to illustrate her argument that we are seeing the reinvention of Jim Crow in the system.

3/11: Alexander, Ch 5; Goldstein and Goodman, "[Seeking clues to gangs and crimes, detectives monitor internet videos](#)"

Guest Speaker: Kat Brady, Community Alliances on Prisons

3/13: Alexander, Ch 6; Chesney-Lind and Brady, "Prisons" (Reader)

Guest Speaker: Dr. Robert Perkinson, American Studies, UHM

Week 10

- 3/20: Group Exercise: Crime, Punishment and Justice

3/18: Das Gupta, "Don't Deport Our Daddies" *Gender & Society* forthcoming (Laulima/Resources); [Immigrants for Sale](#)

3/20: How to write a thesis statement

Week 11

SPRING BREAK: Work on research paper

Unit IV: Gender Violence, Culture, Imperialism

Week 12

- 4/1: Thesis statement (argument) for your research paper and list of references (5 points). See p. 2 of [Research Topics and Guidelines](#).

4/1: Das Gupta, "Bewildered" (Reader)

4/3: Adrienne Davis, "Don't let nobody bother yo' principle" (Reader); Smith, Ch 3

Video: *No!*

Week 13

4/8: Smith, Ch 4; Roberts, "The Dark Side of Birth Control" and "From Norplant to Contraceptive vaccines" (Reader)

4/10: Rudrappa, [India's reproductive assembly line](#); Roberts, "Race, Gender and Genetic Technologies" *Signs* 34(4) (Laulima/ Resources)

Week 14

- 4/17: Weekly Assignment (Extra Credit, 2 points): Discuss one drawback of cultural competency as it is practiced in domestic violence programs, and one remedy that Smith suggests.

4/15: Smith, Ch 7; Guest Lecture: Jennifer Rose, Gender Equity Specialist, UHM, and advocate for immigrant survivors of domestic violence
4/17: Class meets at the Center for South Asian Studies Symposium keynote

Week 15

- 4/24: Group Exercise: Gender Violence

4/22: Munshi, "Intertwined Violence"; Rudrappa, "Finding our Home in the World" (Reader) and **Reading Guide**

4/24: Review for short essay and group exercise

Week 16

- 4/29 Short Essay due in class (10 points)

4/29: David and Ayouby, "Studying the Exotic Other in the Classroom" *Multicultural Perspectives* 7(4) (Laulima Resources);

MacFarquhar, "**Abused Muslim Women in US Gain Advocates**"

5/1: Eric Rephun, "**Cinema as Exorcism (four): Avatar as European Orientalist Fantasy**"; Smith Ch 8

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

Week 17

- 5/6: Group Exercise: Cultural Appreciation/ Cultural Appropriation

5/6: Smith, Ch 8

RESEARCH PAPER (30%) DUE ON 5/12 (M), GEORGE HALL 301, 3PM
See p. 3 of **Research Topics and Guidelines** for the assignment.

* This syllabus is subject to minor changes. All updates will be posted online.