WS/ES 390: GENDER AND RACE IN U.S. SOCIETY (E-Focus)
SPRING 2018
M, W 9:30-10:45 AM
KUY 303

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Office Hours:
Monday: 11:00-1 pm
Wednesday: 3:30-4:30 pm and by appointment

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, and media as well as the movements that resist these processes? We examine particular historical contexts and contemporary issues to answer this question. Thus, the entire course asks you to reflect on the ethics of building a just society. In doing so, we come to realize that concepts of race and gender change over time and space. Our struggles shift as well, as we try to dismantle systems of oppression. Ideas about race and gender, and people’s lived experiences of inhabiting these categories are fluid, not fixed. People do not experience their racial and gender identities apart from each other and these experiences of gender and race are also mediated by the role of sexuality, class, and nationality.

• 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
This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. Through the use of lectures, discussions, and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

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 binary moral determinations. The course encourages us to grasp 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**
The following books will be available at UHM Book Store at the Campus Center.

All other readings are uploaded on the Laulima Resources Folder for this course.

**Learning Objectives**
- Identify the ethical issues embedded in race and gender relations in U.S. society.
- Evaluate the range of anti-racist, anti-sexist and anti-imperialist 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 anti-racist 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.

**Deadlines and Grade Distribution** (Total=100)
- Attendance and Participation (10%)
- Reading Based Assignments (20%)
- Ethical Deliberation: Oral Group Exercise (30%): See schedule below
- 3/3 (Sat) & 4/2 (Mon): 2 Essays (20%)
- 5/7 (Mon): Research-based Blog Entry (20%; average of all research components)
- Write up for Extra Credit Events (4 extra points max)

Grading Scale (Alpha +/-)
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59
Resources:

<table>
<thead>
<tr>
<th>Writing Center</th>
<th>Help with editing, organizing and citing your written work: Free.</th>
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<tbody>
<tr>
<td>KUY 411</td>
<td></td>
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<tr>
<td>KOKUA</td>
<td>Equal access to education for students with disabilities.</td>
</tr>
<tr>
<td>QLC 013</td>
<td>KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center for Student Services.</td>
</tr>
<tr>
<td>Counselling and Student Development Center</td>
<td>Mental health support for students. All services are confidential. There are a limited number of free sessions. Free urgent consultations and walk-ins are available.</td>
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<tr>
<td>QLC 312</td>
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<tr>
<td>M-F 8:30am-3:30pm</td>
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Course Requirements

Students who do not meet the course requirements (attendance, participation, respectful behavior in class, media protocol, and handing in assignments on time) risk failing the course. I invite you to meet with me when you are having trouble with these requirements so that we can jointly resolve the problems.

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 will be marked absent 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 absences 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:
Our collective goal is to create an interactive learning environment with a good faith interest in the theories and frameworks we use in Ethnic Studies and Women’s Studies. We strive for an environment in which we practice mutual care because the course delves into issues that generate discomfort in our society.
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 a tough time speaking in a classroom setting, please talk to me about it.
Disruptive and disrespectful behavior in the classroom that interferes with the learning environment will lead to disciplinary action under the terms provided by the university’s Student Code of Conduct (See Proscribed Conduct, Section IV B.2-5). Students engaging in behavior that incenses, agitates and disrupts will be asked to leave the learning environment immediately.
A word about respectful engagement
We will exercise the utmost collective care to not perpetuate words, images, ideas and opinions – spoken, printed, digitized or written – that harm, especially through the targeting of minoritized groups. The same relations of power that operate in society also operate in the classroom. But, the advantage of being at a university and a course focused on ethics is that we have the tools to stop/redirect such behavior and action through education and the collective exercise of our best judgment.

READING:
You must come to class having done the assigned reading. You cannot participate in class discussions or do well on 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 electronic copies of articles) to class.

WRITING:
All written work for this course needs to be word-processed, grammatical, free of spelling errors, well organized and correctly 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 posted on Laulima Under Resources so that you may avoid them. You can follow either of the two Chicago systems (notes or parenthetical) or the MLA Style Sheet.

COMMUNICATION WITH YOU:
I often communicate with the class through the Laulima e-mail tool. Please read your UH email. I send around a sign-up sheet so that you can meet me during my office hours. Utilize these meetings for your group ethical deliberations, research project as well as any other course related issues.

ASSIGNMENTS:
Reading based assignments: There are make ups. I will not accept the assignments submitted on Laulima if you are not present in class that day. Learning Objective: The purpose of the assignments is to assess your grasp of concepts used in the course.
Essays: Each essay is 3 pages long. They will be based on the material we cover in the course. These assignments will be open book take homes. This means 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. Learning Objective: The purpose of these assignments is to ascertain that you are reading, that you can critically engage with the materials, and that you are working on your bibliographical citation skills.
Research-based Blog Entry: 1500-2000 words and images. The process of researching and writing the blog entry (Word or Libre Office document) is broken up into steps over the
semester. The final grade will be an aggregate of my assessment of how well you execute all those steps. No Extension.

You need to have a mandatory meeting with me about your research topic. You cannot switch your research topic after Week 8.

Learning Objective: You will exit this course feeling confident that you can research a topic by using academic and reliable online sources to think about current issues.

Ethical Deliberation: Oral Group Exercise (30%):
The group exercise is not a traditional presentation. Each student will sign up for one of the four 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 presenters will design the exercise to stage the ethical questions outlined in the guidelines provided (see Laulima/ Assignments) and in consultation with me. During the in-class discussion, the facilitators will ensure that a) students discuss the ethical dilemmas and arrive at ways to address them; b) everyone in the class gets an opportunity to participate in discussions and share their ideas. "A Framework for Thinking Ethically" put together by the Santa Clara University's Markkula Center for Applied Ethics is a helpful resource that will introduce you to several ethical frameworks.

• 1/29: Race and Gender: Fluidity/Fixity
• 2/21: Moral Panics
• 3/19: Crime, Punishment, Justice
• 4/30: Ending Gender Violence

Learning Objective: The purpose of this assignment to develop the skills to deliberate on ethical issues; sharpen your critical thinking skills; and apply the material covered in class to contemporary issues. The exercise also allows you to develop the skills you need to work collaboratively; it challenges you to productively participate in discussions by presenting your ideas, listening to other people's ideas, and responding constructively.

Extra credit: (4 credits per semester)
You can earn up to 4 extra credits 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.

Learning Objective: The purpose of this assignment is to encourage you to take advantage of the vibrant intellectual environment of our university. This is one of the few times in your life that you will get to hear and interact with leading scholars. To participate in these events is an important part of your undergraduate education.

Policies
Protocol and Classroom Etiquette:
Cell phones need to be turned off. Text messaging, surfing the internet, doing work for another course, reading the newspaper, sitting in class with your headphones on 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 to be uploaded on Laulima by the cut off date and time. If you are not in class on the day an assignment is due, I will not accept your assignment and you will receive a failing grade. The dates on which the essays are due are firm deadlines. You will lose 1/3 of a grade for every day the essay is late. For eg., if you submit an A- paper a day late, the grade will be scaled down to a B+. There are no late submissions for the final research paper. There are no extensions for the final project.

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 cheat, copy or submit other people's work, or do not properly attribute ideas that are not original to you. Please read section IV B.1 of Proscribed Conduct of the Student Conduct Code to familiarize yourself with what constitutes academic dishonesty. See also the Academic Grievance Procedure to familiarize yourself with the process.

SEE NEXT PAGES FOR COURSE OUTLINE
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<thead>
<tr>
<th>WEEK</th>
<th>UNIT THEMES</th>
<th>READINGS AND ASSIGNMENTS</th>
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| 1    | Unit 1: Core Concepts    | 1/8: Introductions; Building Blocks  
1/10: All Readings on Laulima  
Omi and Winant: “The Theory of Racial Formation” (105-112); “Contemporary Reiterations of Scientific Racism,” 117-121                                                                                           |
| 2    |                          | 1/15: HOLIDAY  
1/17: All Readings on Laulima  
Omi and Winant, “Racial Projects and Racism” (124-130); Lipsitz: “Bill Moore’s Body and “The Possessive Investment in Whiteness”                                                                                     |
| 3    |                          | 1/22: All Readings on Laulima  
Stryker, “Caitlyn Jenner and Rachel Dolezal”; Jones-Rogers”; Jones-Rogers, “Rachel Dolezal’s ‘deception’”; Skim California College of Arts Student Zine  
1/24: Thompson, “Multiracial Feminism”  
IN CLASS: How to deliberate ethically  
• 1/24: READING BASED ASSIGNMENT ON LAULIMA                                                                                                                 |
| 4    |                          | 1/29: Reading on Laulima  
Carty and Das Gupta, “Solidarity Work in Transnational Feminism”  
1/31: Reading from Required Book, Critically Sovereign Introduction in CS (Barker, p. 8-14)  
• 1/29: ASSIGNMENT: Ethical Deliberation Grp 1: Race & Gender: Fixity/Fluidity                                                                                     |
| 5    | Unit II: Honor Killing: Race, Gender, Empire | Reading from Required Book, Stannard, Honor Killing  
2/5: Stannard, Ch 1-7  
2/7: Stannard, Ch 7-14  
IN CLASS: Blog Topic and Model Blogs                                                                                                                                  |
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| 6    | Unit II: Honor Killing: Race, Gender, Empire (Contd) | 2/12: Reading on Laulima **Davis**, “Race, Racism and the Myth of the Black Rapist”  
2/15: **Stannard**, Ch 15-20  
• 2/15: READING BASED ASSIGNMENT ON LAULIMA |
| 7    | Unit III: Crime, Punishment, Justice | 2/19: **Stannard**, Ch 21-28  
2/21: Video in class: Impact of the Massie Case Review  
• 2/21: ASSIGNMENT: Ethical Deliberation Grp 2: Moral Panics |
| 8    | Unit III: Crime, Punishment, Justice | Readings on Laulima  
2/26: **Sonada**, “A Nation Incarcerated”; **Chesney-Lind**, “Hawai‘i’s Incarceration Rate”  
2/28: **Karen Umemoto and Irwin**, “Being Fearless and Fearsome”  
Guest lecturer: Dr. Katherine Irwin (Sociology)  
• 2/28: READING BASED ASSIGNMENT ON LAULIMA |
| 9    | Unit III: Crime, Punishment, Justice | 3/5: Readings on Laulima  
**Umemoto and Hishinuma**, “Policy Recommendations”; **Young**, “From a Native Trans Daughter”  
3/7: Reading from Required Book, *New Jim Crow*  
**Alexander**, Ch 1; **Alexander on her Book on Making Contact** (Audio)  
IN CLASS: Research on Blog Assignment  
• 3/3 (Sat) ESSAY #1 DUE (Submit on Laulima) |
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| 10   | Unit III: Crime, Punishment, Justice (Contd) | 3/12: Gowan, Thinking Neoliberalism, Gender, Justice Alexander, Ch 2 and 3  
3/14: Alexander, Ch 4 (97-127)  
Video in Class: Excerpts from 13th  
• READING BASED ASSIGNMENT |
|      |             | 3/19: Alexander, Ch 5 and 6  
• 3/19: ASSIGNMENT: Ethical Deliberation Grp 3: Crime, Punishment, Justice |
| 11   |             | SPRING BREAK |
| 12   | Unit IV: Regulation/Reclamation: Ending Gender Violence | 4/2: Reading from Required Book, Critically Sovereign Ch 7 in CS (Nelson)  
4/4: Reading on Laulima Smith, “Anti-Colonial Responses to Gender Violence”  
• 4/2: ESSAY 2 DUE on Laulima |
| 13   |             | Readings in Laulima  
4/9: Law, Carceral Feminism; Das Gupta and Munshi, “Turning Points”  
4/11: Kim, “Moving Beyond Critique” |
| 14   |             | 4/23: Ch 1 in CS (Kauanui)  
4/25: Ch 4 in CS (Perea)  
• READING BASED ASSIGNMENT |
| 15   |             | 4/30: Last Thoughts  
• 4/30: ASSIGNMENT: Ethical Deliberation Grp 4: Ending Gender Violence: Reclaiming Bodies and Communities |
| 16   |             | 5/2: IN CLASS: Sharing Blogs; Wrap Up |
| 17   |             | 5/7: Research-based Blog Due (No Extsns) |

PLEASE NOTE THAT THE COURSE OUTLINE IS SUBJECT TO MINOR CHANGES