

**WS/SOC/ES 418 Women and Work**  
**Fall 2007**  
**W: 1:30-4pm**  
**WEB 103**

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Office Hours: T: 10am-12 noon, F: 10am-11 am; or by appointment

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:**

Women engage in a wide range of activities — some paid and others unpaid — in the formal and informal sectors of the economy, and at home. This seminar examines the social organization of women's work in historical context and women's efforts to improve and transform the conditions under which they work. The course highlights the experiences of Asian American women and women in Hawai'i. The material you will read challenges us to think about what counts as "work" when women do it. Why are women paid less than men for the same work? Why do we find women, women of color, and immigrant women over-represented in certain types of occupations? How does the formal workplace accommodate women's realities of homemaking, childrearing, and eldercare? We pay close attention to how differences in race and class shape women's work and family lives. This semester, domestic work, tourism, sex work, and the military serve as case studies to examine women's work in these sectors and the gendering of these types of work. The course ends with a hard look at current U.S. welfare policies that construct women on public assistance as people who do not work.

**Course Objectives:**

Learning core concepts: 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 (reproductive labor) as intrinsically linked for women. The formal workplace and the home are understood in this course as deeply gendered sites. However, 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.

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.

Critical thinking: Beyond description, you will be asked to *analyze* the readings as well as your day-to-day experiences. Critical thinking 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.

**Required Readings:**

- WS/SOC/ES 418 Reader is available at Professional Image, 2633 S. King Street, 973-6599.
- The following books are available at Revolution Books, 2626 King Street, 944-3106
  1. Shirley Hune and Gail Nomura. *Asian/Pacific Islander American Women: A historical anthology*. New York University Press. 2003.
  2. Black Women and Work Collective and Sharon Harley. *Sister Circle: Black Women and Work*. Rutgers 2002.
  3. Sharon Hays. *Flat Broke with Children: Women in the Age of Welfare Reform*. OUP 2004.

**Course Requirements:**

Attendance: 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.

Reading: You *must* come to class having done the assigned reading. You cannot write your discussion questions and cannot participate in weekly discussions 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 particular day (book or reader or both) to class.

Weekly questions/comments: *For ten weeks*, you will submit discussion questions or comments on the readings and list *two* major themes in the readings. I indicate the weeks on which they are due in the “Course outline” below. The questions/comments *must* show that you have covered all the readings assigned. There are no make-ups for discussion questions and e-mail submissions will not be accepted.

Presentations: All of you will be invited to present your ongoing research for the final project in class. At these presentations, please make the effort to link what you are finding with what you are learning in class or to fill the gaps in this class. Students will be expected to give useful feedback to presenters in class.

Writing: You will write three short papers and a final research paper. All of these papers will ask you to apply the analytical skills you will develop in this course. The papers need to be word-processed and written following the writing guidelines in the course reader (R#1).

Participation: Speaking and active listening in class counts for participation. The success of this class depends on honest and respectful discussion that engages with the ideas presented in the readings, lectures, videos, and by your classmates. While some of you may not feel comfortable in the beginning to speak in front of the whole class, group-based discussions should always provide you with an opportunity to speak. Students who

do not participate but have excellent attendance cannot expect to get an “A” simply on the basis of attendance.

Office Hours: 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.

**Policies:**

Late papers: All assignments are due in class. The paper submission deadlines are firm. 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+. If you foresee difficulties in meeting the deadline, please speak to me to make arrangements.

Absences: Attendance is mandatory. An attendance sheet will be passed around at the beginning of class. Please make sure that you’re in class on time so that you can sign it. You are allowed *one* unpenalized absence (i.e. one week of class). You will lose 1/3 of a grade for every absence after that. I need you to inform me by e-mail if you cannot attend class. Your absences will also be reflected in the grade you receive for participation.

Academic honesty: Any infraction of codes of academic honesty will lead to sanctions from the instructor. All ideas and quotations that are taken from external sources such as sources from the library, articles in the reader, or material from the worldwide web need to be correctly cited following a style manual. You will receive a *failing* grade if you do not properly attribute ideas that are not original to you, and/or copy or submit other people’s work.

**Grade Distribution:**

Weekly questions/comments:	20%
Attendance and participation:	10%
3 short critical papers (see outline for deadlines)	30%
Project thesis and references	10%
Final research project (see outline)	30%

**Course Outline:**

\* Readings from the books are referred to by authors: eg, Hune and Nomura, Sister Circle, Hays.

\*R #: Articles from the 418 Reader

**Week 1: What is “work”?**

8/22: Dickinson and Schaeffer, “The meaning of work” from *Fast Forward* (R#2); Amott and Matthaei, “Race, class, gender, and women’s work” from *Race, Gender and Work* (R #3) (To be done by 8/29)

## **Week 2: Gendering work: Some key concepts**

- Weekly questions due (8/22 and 8/29 readings) = 4 points

8/29: Mantios, "Class in America" from *Race, class and gender in the United States* (R#4); Guerrier and Adib, "Gendered identities in the overseas work of tour reps," *Gender, Work, and Organization*, 11(3) (R#5); Sister Circle, "The Black side of the mirror" (Banks, 13-26);

## **Week 3:**

9/5: Amott and Matthaei, "The growth of wage work" and "Whatever your fight, don't be ladylike" from *Race, Gender and Work* (R#6& 7); Sister Circle, "Introduction: Historical overview of Black women and work" (Harley et al. 1-9) and "'Don't let nobody bother yo' principle'" (Davis 103-121)

## **Week 4: The Cult of Domesticity (1820s-WWII)**

- Weekly questions = 2pts

9/12: Hune and Nomura, Ch 1 (McGregor); and Nomura, "Issei working women in Hawaii" from *Making Waves* (R #8); Hune and Nomura, Ch 6 (Kim); Causey, "It was hard work" (Handout)

Video, *Picture Brides*

## **Week 5: The Cult of Domesticity (1820s-WWII)**

- Weekly questions due = 2pts
- 1 para research topic and proposal

9/19: Hune and Nomura, Ch 5 (Gee), and Ch 9 (Wu); Sister Circle, "'What are we worth'" (Logan, 146-161) and Sister Circle, "A sister in the brotherhood" (Chateauvert, 184-194).

Guest Speaker on research paper

## **Week 6: Work-Family Tightrope (WWII - Contemporary Era)**

- Weekly questions due= 2pts

9/26:; Amott and Matthaei, "The transformation of women's work" pp. 317-343 from *Race, Gender and Work* (R#9); Caplan, "Trying to make a decent living" *Time*, June 26, 2006 (R# 10); Tyre and McGinn, "She works, he doesn't" *Newsweek*, May 12 2003 (R # 11); Hune and Nomura, Ch 17 (Bao); Hochschild, "Introduction" and "Overtime Hounds" from *Time Bind* (R# 12 &13)

Video: *Waging a Living*

## **Week 7: Work-Family Tightrope (WWII - Contemporary Era)**

- Weekly questions due =2pts

10/3: Amott and Matthaei, "The transformation of women's work" pp.343-354 from *Race, Gender and Work* (R#9: Skim); Wisensak, "The changing workplace" from *Family Leave Policy* (R # 14); Parry, "Family leave policies" *NWSA Journal* 13 (3) (R# 15), Kingsbury, "Time off, with pay?" *Time*, June 26, 2006 (R# 16); Galang, "Filming Sausage" from *Her Wild American Self* (R #17); Deborah Lee, "He didn't harass me as in harassed for sex" *Women's Studies International Forum* 24 (1) (R# 18)

Week 7 (contd): Guest speaker on sexual harassment

### **Week 8: Service Work: Maid to Order**

- Paper 1 due (Media Exercise) = 10pts
- Weekly questions due =2pts

10/10: Hara, “Buddhaheads” from *Bananaheart and Other Stories* (R # 19); Ehrenreich, “Maid to order” from *Global Woman* (R # 20); Glenn, “From servitude to service work” (R # 21) from *Signs* 18(1); Chang, “The global trade in Filipina women” from *Dragon Ladies* (R # 22); Hune and Nomura, Ch 18 (Tung)

Video: *Modern Heroes/Modern Slaves*

### **Week 9: Service Work: Tourism**

- Weekly question due =2pts

10/17: Desmond, “Let’s Lu’au” and “Tourism and the commodification of culture” from *Staging Tourism* (R# 23& 24); Hune and Nomura, Ch 12 (Stillman); Kaomea, “A curriculum of Aloha? Colonialism and Tourism in Hawai’i’s elementary textbooks” from *Curriculum Inquiry* 30(3) (pdf/handout)

### **Week 10: Service Work: Tourism**

- Weekly questions due =2pts

10/24: Sister Circle, “Flying the love bird and other tourist jobs in Jamaica” (Bolles, 29-46); Jordan, “Report from the Bahamas” (pdf/handout); Chandler and Jones, “Because a better world is possible” from *Journal of Sociology and Social Welfare* 30(4) (pdf/handout)

Guest Speaker

### **Week 11: Service work: Sex Industry**

- Weekly questions due = 2pts

10/31: Miller, “Trick identities: The nexus of work and sex” from *Journal of Women’s History* 15(4) (pdf/handout); Brennan, “Women work, men sponge, everyone gossips” from *Anthropological Quarterly*, Fall2004, 77 (4) (pdf/handout); Pettman, “Body politics: International sex tourism” from *Third World Quarterly* 18(1) (pdf/handout); Kapur, “The ‘Other’ side of globalization: The legal regulation of cross border movements” from *Canadian Woman Studies* 22(3/4) (R# 25); Pehar, “e-brides: The mail order bride industry” *Canadian Woman Studies* 22(3/4) (R# 26)

Video: *Live Nude Girls Unite!*

### **Week 12: The Military as a Gendered Workplace**

- Thesis statement and References =10pts

11/7: “Women in the Military” chart from Shaw and Lee, *Women’s Voices, Feminist Visions* (R# 27); Grossholtz, “Search for peace and justice” from *Women’s Lives: Multicultural Perspectives* (R# 28); Enloe, “Filling the Ranks”pp. 235-272 (R# 29); Burke, Ch 3, “Transformation” (pdf/handout)

Guest Speaker

**Week 13: The Military as a Gendered Workplace**

11/14: Enloe, "Filling the Ranks" pp. 273-287 (R# 29) and "If a woman is married to the military..." pp. 158-197; Takazato, "Report from Okinawa" from *Women's Lives: Multicultural Perspectives* (R# 31); Fiona Lee, "Militarism and sexual violence" from *Women's Voices, Feminist Visions* (R# 32)

Video: *Camp Arirang*

**Week 14: Women and Welfare**

- Paper on the military due =10pts
- Extra credit discussion questions

11/21: Gordon, "How welfare became a dirty word" (R # 33); Hays, Chs1-3

Guest Speaker on welfare reform in Hawaii

**Week 15: Women and Welfare**

- Research Project Due =30pts

11/28: Hays, Chs 4-6

**Week 16: Women and Welfare; Last Thoughts**

- Extra credit questions

12/5: Hays, Ch 7-8

**Paper on Welfare (10 pts) due 12/10 at George 301 11:30am**