

**Spring 2015**  
**Women's Studies 318**  
**Women and Social Policy**  
**TR: 10:30-11:45**  
**Webster 113**

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### **Course Description**

This course will explore various political issues that affect gender relations in the contemporary societies. The course is structured around four themes. First is feminist mobilizations and how it has changed over time. We will explore concepts of feminism and postfeminism and the latter's relationships with neoliberalism. Second is gendered stratification of work. We will examine the existence of wage gap, motherhood penalty, work-life balance, and the prevailing discourses surrounding these issues. Third theme focuses on another type of work- "care work" and examines feminization and globalization. This section also sheds light on a type of labor that is often invisible and underappreciated- "emotional labor." Fourth section examines biopolitics and gender. We will look at the complicated relationships between feminist movements and technoscience, fetal rights, and reproductive technologies. The last theme is politics of parenting. How are the traditional notions of motherhood and fatherhood is destabilized or solidified? Overall, the course examines various facets of contemporary dynamics that are shaping gender relations, women's mobilizations, and social policies.

### **Prerequisites**

WS 151 or any 200- or 300-level course, or SOC 100 or any 200-level SOC course

### **Readings**

They are posted on Lualima under "Resources."

### **Grading will be based on the following assignments**

- (1) **Participation and attendance: 5%**
  - a. Students are expected to attend all class sessions and participate in discussions and other activities.
  - b. Each student is entitled to 4 absences throughout the semester. Each absence beyond this will result in one lower letter grade. Since I do not distinguish between "excused" and "unexcused" absences, I suggest you keep at least two of your absences on hold for illness or other unanticipated events.
  - c. Participation in class discussion is very important. Please prepare for it by completing required readings before coming to class.
- (2) **Making "cheat sheets": 5%** Summarize readings on the weekly topic in 3X5 index card. I will bring them to the midterm and final exams so that you can use them as "cheat sheets" during the exams. There are twelve topics, so you should have twelve index cards by the end of the semester. Turn them in on the first day that we discuss a given topic. The cards submitted later than those dates may not be used as "cheat sheets" and do not count towards the grade.
- (3) **Reflection papers: 20%** three times a semester. Summarize and reflect upon assigned readings. It should be about 1,000 words and have at least four sections. Make sure that you do this four times during the semester. Reflections should include at least the following issues.
  - a. Summary of main arguments of all assigned readings. Do not use the texts from the assigned readings and limit direct quotes only when they are absolutely necessary. Summarize in your own words.
  - b. How readings relate to each other
  - c. One or two most interesting issues that stood out to you and why. If you can share your personal experiences or current events that are linked to the topic, that is a plus.
  - d. Further issues to be explored and why it is important.

**(4) Midterm exam** 35%: more instructions to follow.

**(5) Final exam:** 35%: more instructions to follow.

#### **Other rules**

- I will not be able to give make-up exam or early exam. If you know that you cannot take the exams on the scheduled time/day, you should not take the course.
- Each student should check his or her email frequently for messages about the class. I will assume you check your email at least once a day. It is strongly recommended that you use your UH email address—I do not take responsibility for email messages that fail to arrive if you are using a non-UH email address
- If you have a physical/mental disability and you have disability access concerns, please contact the KOKUA Program.
- Please refer to the UHM website on academic dishonesty and related issues.  
[http://www.manoa.hawaii.edu/students/conduct/impermissible\\_behavior.html](http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html).
- All cell phones and other electronic wireless devices must be off during class.
- Students coming in more than 15 minutes late to class cannot be considered for attendance.

### **Student Learning Objectives of the Women's Studies Department**

- (1) Demonstrated ability to engage in critical and interdisciplinary thinking, analysis, and problem solving through effective written and oral communication.**
- (2) Evidence of ability to integrate key concepts in Women's Studies, including the social construction of gender ; intersectionalities among gender, sexuality, race, class and other vectors of power and identity; social stratification; and how these issues manifest in a Pacific-Asia context in written and oral work.**
- (3) Demonstrated ability to connect the classroom with "real world" feminist issues through active engagement in citizenship and civic participation.**

And this is how the course helps you to achieve these goals.

1. Readings are chosen from a variety of disciplines, from sociology, anthropology, history, law, science and technology studies, to popular readings. The classes involve both lectures as well as in-class discussions. Your participation in discussion is essential. Additionally, significant proportion of the grade is based on the reflection papers.
2. These are important concepts that will be discussed in the readings as well as in lecture.
3. The course encourages you to use theoretical and conceptual tools learned in class to apply to the real world situation particularly in the paper assignments as well as the group presentation. The course materials also pay particular attention to the mobilizations by subaltern groups.

### **Course schedule and readings**

**Jan 13: introduction to the class (no reading)**

#### **THEME 1: Women's mobilizations**

**Jan 15 and 20: feminism**

Rhode, Deborah. 2014. *What Women Want: An Agenda for the Women's Movement*. New York: Oxford University Press. Introduction and Chapter 1.

Conrad, Cecilla et al. (2014). "A discussion on gender equity and women of color." *Frontiers: A Journal of Women Studies* 35 (3) 3-14.

Please also attend Feb 13 (F) Women's Studies Colloquium series film screening of "Ahead of the Majority" 12:00-1:30.

### **Jan 22 and 27: postfeminism**

McRobbie, Angela (2007). "Top girls? Young women and the new sexual contract" *Cultural Studies* 21 (4/5)

McRobbie, Angela (2008). "Young women and consumer culture" *Cultural Studies* 22(5)

## **THEME 2: Gender and work**

### **Jan 29 and Feb 3: lean in?**

Sandberg, Sheryl. "Why I want women to lean in" *Time Magazine*. (access article at : <http://ideas.time.com/2013/03/07/why-i-want-women-to-lean-in/>)

Check out her webpage: <http://leanin.org/>

Rottenberg, C. (2014). "The rise of neoliberal feminism" *Cultural Studies* 28 14; 418-

Negraa, Diane. (2014). "Claiming feminism: commentary, autobiography and advice literature for women in the recession." *Cultural Studies*. 23:3, 275-286.

### **Feb 5 and 10: gender wage gap and mommy tax**

Rhode, Deborah. 2014. *What Women Want: An Agenda for the Women's Movement*. New York: Oxford University Press. Chapter 2.

Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-338.

Benard, S. and Correll, S. "Normative Discrimination and the Motherhood Penalty." *Gender & Society* October 2010 vol. 24 no. 5 616-64.

### **Feb 12 and 17: opting out?**

Michaels, M. 2009. "Mothers 'opting out': facts and fiction" : *Women's Studies Quarterly*.

Rhode, Deborah. 2014. *What Women Want: An Agenda for the Women's Movement*. New York: Oxford University Press. Chapter 3.

### **Feb 19 and 24: Work-life balance and example of breastfeeding**

Nestle, Marion.(2002). *Food Politics: how the food industry influences nutrition and health*. University of California Press. Chapter 6 "winning friends, disarming critics"

Wolf, Jacqueline H. 2006. "What Feminists Can Do for Breastfeeding and What Breastfeeding Can Do for Feminists." *Signs* 31(2):397-424.

Gatrell, Caroline Jane (2007). "Secrets and lies: Breastfeeding and professional paid work" *Social Science & Medicine* 65: 393-404

## **THEME 3: Gender and care work**

### **Feb 26 and March 3: care work**

Nakano Glenn, E. 2000. "creating a caring society" *Contemporary Sociology* 29(1) 84-94.

Hochschild, Arlie R. and Barbara Ehrenreich. 2003. "Introduction." *Global Woman; Nannies, Maids, and Sex Workers in the New Economy*, eds. Arlie R. Hochschild and Barbara Ehrenreich.

Lan, Pei-Chia. 2003. "Among Women: Migrant Domestic workers and Their Taiwanese Employers Across Generations." Pp. 169-89 in *Global Woman; Nannies, Maids, and Sex Workers in the New Economy*, eds. Arlie R. Hochschild and

Barbara Ehrenreich. New York: Metropolitan Books.

- Cheng, Shu-Ju A. 2004. "Right to Mothering: Motherhood As a Transborder Concern in the Age of Globalization." *Journal of the Association for Research on Mothering* 6(1):135-45.
- Hochschild, Arlie R. 2003. "Love and Gold." Pp. 15-30 in *Global Woman; Nannies, Maids, and Sex Workers in the New Economy*, eds. Arlie R. Hochschild and Barbara Ehrenreich. New York: Metropolitan Books.

### **March 5 and 10: domestic workers**

- Pyle, Jean. 2006. "Globalization and the increase in transnational care work" *Globalizations*. 3(3): 297-315.
- Das Gupta, M. 2003. "The Neoliberal State and the Domestic Workers' Movement in New York City." *Canadian Woman Studies* special issue on "Migration, Labour and Exploitation: Trafficking in Women and Girls" 22 (3/4): 78-85.
- Swider, S. 2006. "Working women of the world unite: labor organizing and transnational gender solidarity among domestic workers in Hong Kong: in *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*. New York University Press.

### **March 12 and 17: emotional labor**

- Wharton, Amy (2008). "Sociology of emotional labor." *Annual Review of Sociology* (39):147-65
- Dyer et al. (2008). "[Emotional labour/body work: the caring labours of migrants in the UK's National Health Service](#)" *Geoforum*. 39 (6): 2030-2038.

### **March 19: midterm exam**

----Spring break

## **Gender and body politics**

### **March 31, April 2 and 7: women's movements and reproductive politics**

- Murphy, Michelle (2013). *Seizing the Means of Reproduction: Entanglements of Feminism, Health, and Technoscience*. Duke University Press. Selected chapters.

### **April 9 and 14: reproductive technologies**

- Almeling, Rene. 2007. "Selling genes, selling gender: egg agencies, sperm banks, and the medial market in genetic material" *American Sociological Review* 72(3): 319-340.
- Bell, Ann V. (2009). "It's way out of my league" low income women's experiences of medicalized infertility. *Gender and Society* 2009 (23): 688-709.

### **April 16 and 21: vessel for a baby**

- Charlotte Kroløkke, Karen A. Foss, and Saumya Pan (2012). "Fertility Travel: The Commodification of Human Reproduction." *Cultural Politics* 8(2): 273-282.
- Temam, Elly. (2010). *Birthing a Mother: the Surrogate Body and the Pregnant Self*. University of California Press. Introduction, chapter 5 "rites of classification," and Conclusion.

## **Politics of parenting**

### **April 23 and 28: lesbian motherhood**

- Mamo, Laura (2007) *Queering Reproduction: Achieving Pregnancy in the Age of Technoscience*. Duke University Press. Chapter 1 "From whence we came": sex without reproduction meets reproduction without sex" and Chapter 3 "choosing a donor: gaining, securing, and seeking legitimacy"

### **April 28 and May 5: fatherhood politics**

- Gavanas, Anna. 2004. *Fatherhood Politics in the United States: Masculinity, Sexuality, Race, and Marriage*. Urbana and Chicago: University of Illinois Press, introduction and conclusion.

Film: *Fatherhood USA Part 1* (excerpts)

**May 7: review session for the final exam**

**Final exam May 14 (R) 9:45-11:45.**