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 Laulima 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 form 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 UH 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.

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**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.

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**Course schedule and readings**

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

**THEME 1: Women’s mobilizations**

**Jan 15 and 20**: feminism


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**

**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-

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

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

**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”

**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.
March 5 and 10: domestic workers

March 12 and 17: emotional labor

March 19: midterm exam

---Spring break

Gender and body politics

March 31, April 2 and 7: women’s movements and reproductive politics

April 9 and 14: reproductive technologies

April 16 and 21: vessel for a baby

Politics of parenting

April 23 and 28: lesbian motherhood

April 28 and May 5: fatherhood politics
Film: *Fatherhood USA Part 1* (excerpts)

May 7: review session for the final exam
Final exam May 14 (R) 9:45-11:45.