

WS151 (WI) : An Introduction to Women's Studies

SYLLABUS (3 credits)

SPRING 2014

Course Code : 60643

Monday & Wednesday 11:30-12:45 pm Pakanakila 104

Spring Jan.13 to May 16, 2014

Instructor: Dr. Christine Cai Xia Lu , PhD in Political Science

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WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

WCC DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor (Ann Lemke) to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by her office (Akoakoa 213) for more information.

CATALOG DESCRIPTION:

This interdisciplinary introductory course looks at gender roles and relationships, historically and in contemporary societies. The course examines the social, cultural, historical, and political influences on the status of women. It presents women's experiences from diverse backgrounds, social structures, It introduces foundational concepts regarding social constructions of gender, race, class, and sexual orientation. Topics include history, religion, sexuality, body image, reproductive rights, family, work, and violence. (3 hours lecture)

Schedule Types: Hybrid-Technology Intensive Lecture

Social Sciences Division

Social Sciences Department

WRITING INTENSIVE HALLMARKS

1. Writing promotes learning of course content.
2. Writing is considered to be a process in which multiple drafts are encouraged.
3. Writing contributes significantly to each student's course grade.
4. Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.
5. To allow for meaningful teacher-student interaction on each student's writing, the class is restricted to 20.

COURSE REQUIREME

1. **Writing Load.** This is a writing intensive course. Writing will be used to promote the course content and is assessed in written tasks. It is expected that you consciously work at improving your skills at expressing yourself in writing. You may turn in multiple drafts of your paper; revision of synthesis essays is encouraged when the grade is 7 or below. The required minimum amount of writing for a WI course is 4,000 words or 16 pages. I am available to assist with writing and language issues. *Plagiarism* (presenting others' words or ideas as one's own) is not acceptable under any circumstances

2. **Writing Conferences.** All Writing Intensive (WI) courses require students to conference with their instructor. **You must meet with me once to discuss about the feedback I gave to you on each draft of your assigned paper.** *Writing conferences is obligated for an intensive class.* You may schedule additional conferences whenever you'd like assistance.

3. **Paper Formatting:** *Short writing assignments are to follow these guidelines:*

- 1" margins on all sides, Double-spaced, 12-point font
- Times New Roman font – Black Ink
- Pages should be numbered with last name (ex: Lu 3) in footer or header
- If you need to cite references: References should follow the AAA, APA, MLA, or Chicago formatting.

- One can also include pictures and graphs. References and visuals are in addition to the page length requirements.
- Put your last name, first initial in your file name: "Lu C. Draft.doc"

STUDENT LEARNING OUTCOMES:

1. Students will master feminist theories and methods,
2. Students will understand history and current situation of feminist movements
3. Students will master knowledge and skills of analyzing theories and public policies
4. Students will be good at writing connection papers, journal entries, reviews, position papers, reaction papers, research reports and critical essays.
5. Students will become a powerful in presentation.

EVALUATION:

20%	Attendance and Active Participation: including in-class and homework assignments, class exercises, etc..
20%	Writing Assignments: in-class writings, journals, essays, position papers
15%	Oral presentations: paper (7.5%) presentation (7.5%)
15%	Group project and presentation (7.5%) oral presentation (7.5%)
20%	Final Paper

GRADING CRITERIA:

40% of the grade will depend on writing task. Establish writing as a major element in determining the grade for the course.

50% Content, 20% Organization, 20% Grammar and style, 10% formatting

Letter Grade for Point Totals

A = 90 - 100 D = 60 - 69

B = 80 - 89 F = 59 - 0

C = 70 - 79

TEXTS:

Women's Realities, Women's Choices- an Introduction to Women's Studies, Hunter College Women's Studies Collective. Oxford. 2003. **(Textbook is available in the bookstore of WCC)**

SELECTIVE READINGS (Handout will be given out in class or download from Laulima Reading Folder)

- 1) *Feminism is for Everybody : Passionate Politics* –by bell hooks
- 2) *Women’s Lives* , by Gwyn Kirk, Margo Okazawa-Ray, fifth Edition (WL)

ADDITIONAL INFORMATION:

HOW THIS COURSE WILL BE TAUGHT:

Although there will probably be exceptions depending on the material, here is an outline of how the course will be presented:

1. Do read the chapter ahead of time and do the reading check on LAULIMA.
2. At the beginning of each section, you will have a handout (which you have bought at the bookstore) that will have the lecture notes, practice questions, homework assignments and review sheets for that section.
3. At the beginning of each chapter, I will use some means to introduce the material.
4. For the chapter itself, I will go through most of the PowerPoint slides (these are your lecture notes!).
5. We will analyze media, novel, literature and movies; learn ways of creating alternatives and solutions to the problems that women are faced with in reality.
6. Before we start a new chapter, a quiz in the form of learning journal will be given to summarize what you have gained from the previous chapter. This will accumulate your points of participation.

WEEKLY TOPICS

Date	Day that Topics Covered & Assignments Due	class activities
<p>Unit 1: What are Women's Studies?</p> <p>Concepts: Women’s Studies, interdisciplinary, agency, empowerment, activism</p>		
<p>Mon. 1/13 Week 1</p>	<p>Women’s Studies: Implications for Women & Men.</p> <p>I. Introductions</p> <p>II. Syllabus, Course Requirements, Expectations, Guidelines</p> <p>III. Readings: (Handout given in the class)</p> <p>1) The Focus and challenge of women’s Studies (Women’s Lives. p.3)</p> <p>2) Feminist Legacies and Perspectives (WL. p.7-14)</p> <p>Writing Skill: Loop Writing</p>	<p>1) Distributing Readings of Women’s Lives.Ch.1</p> <p>2) Discussion : “What do you expect (or wish) to learn in WS class?”</p> <p>3) Class tasks :</p> <p>Writing assignment: (1)</p> <p>Loop writing</p> <p>Write about your first</p>

	<p>Target of the class.</p>	<p>thoughts, prejudices and instant version about Women's Studies and feminism.</p> <p>1) Assignment:</p> <p>Each student chooses 3 topics from the readings in this syllabus for class presentations, due next Wed .</p>
<p>Unit 2: History of Feminism</p> <p>Concepts: feminism, 1st wave feminism, suffrage, 2nd wave feminism, 3rd wave feminism, anti-feminism, backlash, post feminism, women of color feminism, global feminism, social constructivism, essentialism</p>		
<p>Wed. 1/15</p>	<p>I. Introduction (textbook, pp.1-12)</p> <p>II. selective Reading 1-3 (handouts)</p> <p>1) Paula Gunn Allen : “Who Is Your Mother? Red Roots of White Feminism (1986) pp.19-25 (WL)</p> <p>III. Study guild:</p> <p>Writing theory and skill 1:</p> <p>Structure of paragraph and an academic paper.</p> <p>Writing Skills and requirement for this course</p>	<p>I) Discussion:</p> <p>Students summarize the gist of the readings orally</p> <p>1) What were the focuses of the 3 feminist waves?</p> <p>2)Give handout: Questions for Reflection, task and assignments</p> <p>II. Writing assignment: (2)</p> <p>Write a poem: “Where I am From”:</p> <p>Introduce yourself: Your family background and gender equality focused.</p> <p>Due on Next Wed.</p> <p>Writing purpose:</p> <p>Learn to imitate a writing style: precisely and briefly</p>

		providing information.
Mon 1/20 Week 2	Martin Luther King Jr. Day	
Wed 1/22	<p>Why was feminist movement?</p> <p>Readings:</p> <p>1) “Declaration of Sentiments and Resolutions, Seneca Falls” (1848) pp.25-27 (WL)</p> <p>2) “Editorial from The North Star” (July 28, 1848) pp.28 (WL)</p> <p>Reading and Presentation: (WL, pp.29-49)</p> <p>1 Combahee river Collective, “Black Feminist Statement”(1977)</p> <p>2Mitsuye Yamada, “Asia Pacific American Women and Feminism” (1981)</p> <p>3) Becky Thompson, “ Multiracial Feminism- Recasting the Chronology of Second Wave Feminism” (2002)</p> <p>Poem due today.</p>	<p>Discussion:</p> <p>Consciousness raising and the function of an individual in feminist movements.</p> <p>Distribute readings:</p> <p>Feminist Politics: where we stand (bell hook/ p.1-6)</p> <p>I. Discussion</p> <p>II. Writing Assignment (3):</p> <p>Learning Journal :</p> <p>Write a 2-page journal on Unit 1 and answer the following questions:</p> <p>1) What do feminism and women’s studies entail?</p> <p>2) What were the main focuses of 3 waves of feminist moments? Why?</p> <p>3) What is gender equality all about?</p> <p>4) What part of the readings in this unit help you most?</p>

		<p>Writing purpose:</p> <p>Learn to summarize the gist of learning content.</p> <p>Due on next Wed.</p>
<p>Unit 3: Defining Women</p> <p>Concepts: imagery construction, symbolism, women’s literature and art, Utopia</p>		
<p>Mon. 1/27 Week 3</p>	<p><i>Ch. 1. Imagery and symbolism in the Definition of Women</i></p> <p><i>I. Reading and Presentation:</i> (pp.20-45)</p> <p>II. Case Studies</p> <p>Case study 1:</p> <p>A successful state feminism movement from the change of women’s images.</p> <p>Watch Documentary: <i>Walking Close to the Iron Girls</i></p> <p>---- <i>The power of discourse in constructing social norms (A Dr. Christine Lu’s movie)</i></p> <p>III. Introduction of Feminist Theories</p> <p>IV. Introduction of Feminist Utopian Writings as “Cultural Work” : (Charlotte Perkins Gilman)</p> <p>“Bee Wise”</p> <p>“What Diantha Did, Ch.7”</p> <p>V. Supplementary reading: Visionary Feminism (bell hooks: pp. 110-118)</p> <p>VI. Case Study 2:</p> <p>1) Study how literature created social change</p>	<p>Journal #1 due.</p> <p>I. Class task:</p> <p>Discussion:</p> <p>1) How should the public resources be divided between men and women citizens?</p> <p>2) Discussion on “Visionary Feminism”</p> <p>II. Writing Assignment (4) :</p> <p>What have you learned from Women’s Utopian literature that created social change in the history of U.S. ?</p> <p>What is your Utopian Land?</p> <p>Write a Utopia story: “Her land” to describe an ideal social system of your imagination which women will enjoy equality (Above 300 words)</p> <p>Writing purpose:</p>

	<p>in American history by women's writers.</p> <p><i>VII. Study guide:</i></p> <p>1) <i>How to prepare presentation: read for profound meaning.</i></p> <p><i>An example : <u>Moral Boundaries. A political Argument for an Ethic of care</u></i></p> <p>2) <i>Methodology of studying WS:</i></p> <p><i>How to find the greatest value from "References"</i></p> <p><i>for further studies in WS field?</i></p> <p>VIII. Writing Skills 2: How to write a learning journal</p>	<p>Learn to write serious topic with easy understanding style that is interesting to read.</p> <p>Due on next Mon.</p> <p>We will have the best writings read in class and elect the best paper of the contest.</p>
<p>Unit 4 The development of Feminist Theories, views and agenda</p> <p>Concepts: liberal feminism , socialist feminism. Radical feminism, other Western Feminisms</p>		
<p>Wed. 1/29</p>	<p>Ch.2 Theories and Ideology</p> <p>I. Reading and Presentation:</p> <p>1) Definitions and Theories (pp.49- 74)</p> <p>2) Theories and theorizing (WL pp.51-81)</p> <p>Feminism Today:</p> <p>II. Supplementary Reading (handout)</p> <p>Feminist Politics: Where we stand (bell hook/ p.1-6)</p> <p>III. Study guide:</p> <p>1) Effective reading: Make the best use of "summary"</p> <p>2) Writing Process --- student view (WAC p.31)</p> <p>3) Watch Movies: The Spirit of Women</p>	<p>I. Class tasks:</p> <p>1) Discussion about the movie and summarize the 2nd Wave.</p> <p>2) Discussion on feminist theories and their practical possibilities in different polities.</p> <p>3) Make a comment on the feminist theories that you identify most.</p> <p>II. Writing Assignment (5)</p> <p>Write a movie-review.</p> <p>State your opinion about why a feminist movement is possible (or impossible) at the present USA.</p>

Unit 5: Body Politics

Concepts : body politics, race, gender, intersectionality, representation, media, body image , empowerment, agency, control and resistance , sexuality, violence

<p>Mon. 2/3 Week 4</p>	<p>Ch. 3. Women’s Bodies</p> <p>I. Readings and Presentation:</p> <ol style="list-style-type: none"> 1) The Body as Cultural Construct(p.79) 2) The Nature of Sex Differences (pp/85) 3) The medicalization of women’s bodies (p.89) 4) The Commodified body (p. 94) 	<p>I. Analyze:</p> <p>1) The State of Women in the World Atlas- Topic: “ Beauty”</p> <p>Discuss: What is the “ Invisible Hand” guild the aesthetic standards of the society ?</p> <p>II. Question and action (WL 223-224)</p>
<p>Wed. 2/5</p>	<p>Ch.3 Women’s Bodies (Resistance)</p> <p>I. Readings and presentation:</p> <p style="padding-left: 40px;">The Visibility Politics of the Body (pp.97-102)</p> <p>II. Selective Reading</p> <p>Body Control and Violence</p> <ol style="list-style-type: none"> 1. Violence Against women (WL 257-270) 2. John Stoltenberg, “‘I Am Not a Rapist!’ Why college Guys Are confronting Sexual Violence (WL258) 3. Mimi Kim, “Alternative Interventions to Violence: Creative Interventions” (WL291) <p>III: watch video: The Vagina Monologues (part 1-10)(by Eve Ensler)</p> <p>http://www.youtube.com/watch?v=cjX1OEpf8Xw</p> <p>Background : http://www.makers.com/eve-ensler-0</p> <p style="padding-left: 40px;">V- Day : Until the Violence Stops</p> <p style="padding-left: 40px;">--Study the power of vision art and media.</p>	<p>Discussion:</p> <p>What inspiration do you get from the man’s organization against rape in campus?</p> <p>Question and action (WL 273)</p> <p>III. Writing assignment (6)</p> <p>Write a review on the video.</p> <p>What is the significance of V-Day? In what way the play helps to stop violence to women?</p>

	<p>IV . Study guide: How to read a book efficiently?</p> <p>Example 1: <u>Calling: Essays on Teaching in the Mother Tongue.</u></p> <p>Example 2: <u>Talking feminist politics.</u></p>	
<p>Mon. 2/10</p> <p>Week 5</p>	<p>Ch.3 (supplement) Women’s Sexuality (WL 149)</p> <p>1) The Erotic as Power</p> <p>2) Stereotypes, Contradictions, and Double standards (WL 150)</p> <p>3) What is Women’s Autonomous Sexuality? (WL151)</p> <p>4)Challenging Sex/Gender Binaries (WL 154)</p> <p>5) Theorizing Sexuality (WL 156)</p> <p>6) Activism and Sexuality (WL 159)</p> <p>7) Audre Lorde, “Use of the Erotic” (1984) (WL161)</p>	<p>Questions for Reflection, actions (WL 160)</p>
<p>Unit 6. The Social Construction of Gender</p> <p>Concepts: Gender, gender role, sexuality, social construction, socialization, femininity, masculinity, transgender, intersectionality, homophobia, social constructivism, essentialism</p>		
<p>Wed.</p> <p>2/12</p>	<p>Ch.4. Women’s Personality</p> <p>I. Reading & Presentation:</p> <p>1) Explanations for Difference between Women and Men</p> <p>pp.105-112</p> <p>2) Alternative Feminist Psychodynamic theories pp. 112-117</p> <p>3) Introduction of “The Second Sex”- why is it called “ The Bible of feminism?”</p> <p>IV. Supplementary reading:</p>	<p>Class Task:</p> <p>I.Watch video: <u><i>The Woman who makes architecture dance.</i></u></p> <p>II.Discussion :</p> <p>“What kind of women’s personalities should women construct?”</p> <p>3. Research on the brief definition of the following concepts for class discussion:</p>

	Feminist Masculinity (bell hooks: pp. 67-71)	<p>(Extra credit: 20 points)</p> <ol style="list-style-type: none"> 1) Biological Approaches, 2) Psychodynamic theories 3) Cognitive-development theory. 4) Social learning theory. 5) Gender Schema theory. 6) Social Interactions and Gender Roles. <p>III. Writing assignment : (7)</p> <p>Write a reaction paper:</p> <p>What theory will you use in women's personality construction? Why?</p> <ol style="list-style-type: none"> 1) What is the most important personality of a woman? What discourse does a society need to hammer that ? <p>Due on next Mon.</p>
Mon. 2/17 Week 6	Presents' Day	
Wed. 2/19	<p>Ch.4 (continued)</p> <p>I. Reading & Presentation:</p> <ol style="list-style-type: none"> 1) Cognitive- Developmental Theory 2) Research on Gender Socialization 3) Is There Lesbian Psychology? 	<p>Analyze:</p> <p>The State of Women in the World Atlas- Topics:</p>

	<p>4) Women and Aging</p> <p>http://bbs.ejinqiao.com/Topic/48954.htm</p> <p>5) Psychology and Culture: Implications for Feminism</p> <p>II. Supplementary reading: Lesbianism & feminism (bell hooks : pp.93- 99)</p> <p>III) Film: Because this is about love: A portrait of gay and lesbian marriage</p> <p>(Sin. videotape 18881)</p>	<p>1. Lesbians</p> <p>Discussion:</p> <p>1)What is the positive function of lesbian’s movements played in feminist movement?</p> <p>2) How to create social ideology that values the aged people?</p> <p>3) What inspiration do you get from Carmen Dell Orefice’s modeling at the age of 82 ?</p>
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Unit 7: Social Systems of Inequality

Concepts: Social Inequality, privilege, power, patriarchy, intersectionality , oppression, social institutions, race, class, stereotype, ethnicity, misogyny, social institutions, hegemony

<p>Mon. 2/24</p> <p>Week 7</p>	<p>Ch. 5 . Diversity Among Women: Gender, Race, and Class</p> <p>I. Reading & Presentation:</p> <p>1)Social Roles and the Individual pp. 139-143</p> <p>2)The social Construction of Gender pp. 143- 149</p> <p>3) Rationalization and Resistance</p> <p>II) Selective readings</p> <p>Identities and Social Locations: Who Am I?</p> <p>Who Are My People? (WL) 91</p> <p>1) Being myself: The Micro Level (WL 92)</p> <p>2) Community Recognition, Expectations, and Interactions: the Meso Level (WL94)</p>	<p>I) Analyze Figure 3.1 WL.93,</p> <p>II) Questions for Reflection (WL 103)</p> <p>III) Discussion:</p> <p>1) What are the main causes of misogyny? How to correct them?</p> <p>2)What is your identity?</p> <p>3)What can an individual do in gender construction?</p> <p>IV) Finding out more on the</p>
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	<p>3) Maintaining Systems of structural Inequality (WL 96)</p> <p>4) Dorothy Allison, “A Question of Class” (WL 112)</p> <p>5) Commonalities of Experience</p> <p>6) Society and Social control</p> <p>7) The Social Construction of human Beings</p>	<p>web.</p> <p>V) Take action</p> <p>(WL 103)</p>
<p>Wed. 2/26</p>	<p>Ch.6 Daughter and Sisters</p> <p>I. Reading and Presentation:</p> <p>1) Daughter in the Family</p> <p>2) Parental Relationships</p> <p>3) The Sisterhood of Women</p> <p>II. Selective Reading:</p> <p>“Sisterhood is Still Powerful” by bell hooks</p>	<p>I. Discussion about how sisterhood works</p> <p>II. Writing Assignment (8)</p> <p>Write a research project: How to make resources of sisterhood work for your common interests of the community?</p> <p>Focus on one problem of your community (or campus) that you want to seek a solution.</p>
<p>Unit 8. Family & Domestic Arrangements</p> <p>Concepts: gender, sexuality, social institutions, sexuality, heterosexuality, homosexuality, heteronormativity, homonormativity, compulsory heterosexuality, heterosexism, private sphere</p>		
<p>Mon. 3/3 Week 8</p>	<p>Ch. 7 . Family configurations: Wives, Parents, Alternatives</p> <p>I. Reading & Presentations:</p> <p>1) Conventional Marriage pp. 199 -208</p> <p>2) Western Marriage in Historical Perspective pp. 208-214</p> <p>II. supplementary reading :</p> <p>1) Liberating Marriage and partnership (bell hooks: pp(78-84)</p>	<p>I. Analyze:</p> <p>The State of Women in the World Atlas-Topics:</p> <p>1. Household</p> <p>2.Population Polices</p> <p>3.Time Budgets</p> <p>II. Discussion on feminist theory:</p>

	<p>2) Marriage Agreement (Women : Images & Realities)</p> <p>3) Why we are not getting married? (WIR)</p> <p>4) Feminist Parenting (bell hooks)</p>	<p>“ Personal is political.”</p> <p>Discuss:</p> <p>What kind of parent-children relationship will help to create a non-patriarchal society?</p>
<p>Wed. 3/5</p>	<p>Ch. 7 (continued)</p> <p>I. Reading & Presentation:</p> <p>1) Marriage as an Institution at the beginning of 21st century pp. 214-220</p> <p>2) Alternative Families pp. 221 – 226</p> <p>II. Supplementary reading:</p> <p>1) A feminist sexual politics (bell hooks: 85-92)</p> <p>2) Feminist Approaches to Marriage, Family ,and Women’s Work (WL313)</p> <p>3) Toward a Redefinition of Home and Work (WL 315)</p> <p>III. Watch Film:</p> <p>Love, Lust and Marriage: why we stay and why we stray Sin. DVD. 2886</p>	<p>Discussion:</p> <p>What inspiration can you get from same sex marriage?</p> <p>Analyze public policies on pro- marriage</p>
<p>Mon. 3/10 Week 9</p>	<p>Ch.8 Motherhood</p> <p>I. Reading & Presentation</p> <p>1) Images of motherhood pp.231 - 236</p> <p>2) “Ethnic Mothers ” and Social Mobility pp.236 -240</p> <p>II. Supplementary reading:</p> <p>1. The 1980s: Have It All (When Everything Changed : p.291)</p>	<p>Analyze:</p> <p>The State of Women in the World Atlas-Topics:</p> <p>1. Motherhood</p>

	<p>Film: <u>Mommy mystique</u> 2007</p> <p>Sin. DVD 7791</p> <p>Mommy Mystique is available via our subscription to Films on Demand at http://wccproxy.lib.hawaii.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=5470&xtid=35358 (requires login with UH username and password if off-campus).</p>	
<p>Wed. 3/12</p>	<p>Ch. 8 (continued)</p> <p>I. Reading & Presentation</p> <ol style="list-style-type: none"> 1) Motherhood: Ideology and Reality pp. 241-248 2) Support System pp. 249- 260 3) Choosing Alternative 	<p>I. Discussion:</p> <p>1) What are the alternatives for mothers?</p> <p>Each student provides 5 ways that will set mothers free from Housework.</p> <p>II. Writing Assignment (9) .</p> <p>Title: “Lightening the Burden of Mothers”</p> <p>Write an oral history about how women help each other in housework and care work in Hawaiian culture (or your own culture).</p>
<p>Mon. 3/17</p> <p>Week 10</p>	<p>Ch. 9. Women, Crime, and Criminalization (WL)</p> <p>I. Reading and Presentation:</p> <ol style="list-style-type: none"> 1) The National Context: Get Tough on Crime (WL 444) 2) Women in the Criminal Justice System (445) 3) Characteristics of Incarcerated women (447-450) 	<p>I. Questions for Reflection</p> <p>Finding out more on the Web</p> <p>Taking action (WL 457)</p> <p>Find out the financial and Human costs each year of white –collar crime in the USA. How does it affect</p>

	<p>4) Theories of Women and Crime (452)</p> <p>II. Selective Readings: (WL)</p> <p>1) Nancy Kurshan, “Behind the Walls: The History and Current Reality of women’s Imprisonment” (WL458)</p> <p>2) Marilyn Buck, “Prison Life: A Day” (WL446)</p> <p>3) Carol Jacobsen, “Creative Politics and Women’s Criminalization in the United States” (WL 469)</p>	<p>education?</p> <p>II. Writing Assignment (10):</p> <p>A learning journal on the class readings:</p> <p>How do you define security and for whom? How does women’s incarceration contribute to security—at micro, meso, macro, and global levels? Does it undermine security? If so, how and for whom?</p> <p>Due . Next Mon.</p>
<p>Wed. 3/19</p>	<p>Ch. 10 Women and Education</p> <p>I. Reading & Presentation</p> <p>1) Epistemology and the Politics of Knowledge pp. 304-310</p> <p>2) Affirmative Action in the United States pp. 311- 317</p> <p>3) The Modern Educational Revolution</p> <p>4) Education and Career Choices in the United States</p>	<p>I. Analyze:</p> <p>The State of Women in the World Atlas-Topics:</p> <ol style="list-style-type: none"> 1. Literacy 2. Matters of Degree 3. Making the Grade <p>II. Discussion:</p> <ol style="list-style-type: none"> 1. What education mean to women? 2. What kind of change are you expecting that women with higher degrees will make to the society?
<p>Mon 3/24</p> <p>Week 11</p>	<p>Spring Recess</p>	

Wed. 3/26	Spring Recess	
Mon.3/31 week 12	<p>Ch.10. Women and Education (continued)</p> <p>I. Reading & Presentation</p> <p>1) Expansion of Access to Higher Education pp. 317-322</p> <p>2) Education as Cultural Assimilation pp.322-333</p>	<p>I. Discussion:</p> <p>What is your suggestion to the present curriculum of WCC? What do you wish to add? Why?</p> <p>II. Writing assignment (11):</p> <p>Writing a letter to Chancellor of WCC, from a feminist perspective, suggesting the courses that you wish to add to the curriculum, explain why.</p> <p>Purpose:</p> <p>Participating to a better and effective curriculum construction</p>
<p>Unit 9. Women's Health & Reproductive Rights</p> <p>Concepts : reproductive rights, reproductive freedom, reproductive choice, reproductive justice healthcare, female reproductive system, medical system, medicalization,</p>		
Wed. 4/2	<p>Ch. 11 Women's Health (WL pp.207-pp.250)</p> <p>I. Reading and Presentation:</p> <ol style="list-style-type: none"> 1. Reproductive Health 2. Women and illness 3. Health as Wellness <p>II. Selective Readings:</p> <ol style="list-style-type: none"> 1. Joy Harjo, "Three Generations of Native American women's birth 	<p>Discussion:</p> <p>The impact of the book: <i>Our bodies, Ourselves.</i></p> <p><i>Question for Reflection</i> (WL pp.223)</p> <p>Finding out more on the Web.</p>

	<p>Experience” (WL)239</p> <p>2. “Feminist Theory, the Body, and the Disabled Figure (pp.224, Rosemarie Garland Thomson)</p> <p>III. Watch video: Performance of Beijing Soul Calling Disabled Art Troupe: A positive attitude towards the disabled: enable and make changes</p>	
<p>Unit 10: Working Women</p> <p>Concepts : economy, capitalism, labor, discrimination, harassment, economics, family, wage gap, public/private spheres</p>		
<p>Mon. 4/7</p> <p>Week 13</p>	<p>Ch.12. Women and Work</p> <p>I. Reading and presentation</p> <p>Making a Home, Making a Living (WL 301-315)</p> <p>II. Selective Reading:</p> <p>1) “Since when is Marriage a Path to liberation?” (Paula Ettelbrick (WL 317)</p> <p>2) “Spending Time When Time is Money ” (Gloria Albrecht WL 328)</p> <p>3) “The Mommy Tax” (Ann Crttenden, pp.337)</p>	<p>Class Task:</p> <p>1. Questions for Reflection (WL 316)</p> <p>2. Finding Out more on the Web.</p> <p>Action Take.</p>
<p>Wed. 4/9</p>	<p>Ch. 12 . Women and Work (continued)</p> <p>Selective Reading (GPD)</p> <p>1) Pamela Stone, “Getting to Equal: Progress, Pitfalls, and Policy solutions on the Road to Gender Parity in the Workplace (GPD 324)</p> <p>2) Kathryn Edin, “What Do Low-Income Single Mothers Say about Marriage? (GPD 353)</p> <p>Constructing Gender in the Workplace (GPD 371)</p> <p>3) Adia Harvey Wingfield, “Racializing the Glass Escalator: Reconsidering men’s Experiences with</p>	<p>Discussion</p> <p>Taking Action (WL 317)</p> <p>How to resist Sexual Harassment in working place?</p>

	<p>Women's Work (GPD 373)</p> <p>4) Patti A. Giuffre and Christine L. Williams, "Boundary Lines: Labeling Sexual Harassment in Restaurants (GPD 403)</p>	
<p>Unit 11. Change and politics</p> <p>Concepts : the sense of activist, leadership , alternative, change</p>		
<p>Mon.4/14</p> <p>Week 14</p>	<p>Ch. 13. Women and the Military, War, and Peace (WL 493)</p> <p>I. Reading and presentation:</p> <p>1) The Need for Women in the Military (WL 494-502)</p> <p>2) The Impact of the U.S. Military on Women Overseas (WL 503- 509)</p> <p>3) Suzuyo Takazato, "Report from Okinawa: Long-term U.S. Military Presence and Violence Against women" (WL 519)</p>	<p>Questions for Reflection(WL 510)</p> <p>Finding Out More on the Web and Action.</p>
<p>Wed. 4/16</p>	<p>Ch. 14. Women and the Environment (WL 535)</p> <p>I. Reading and Presentation:</p> <p>1) Ecofeminism (WL 535-542)</p> <p>2) Sustainability and Connectedness (WL 543- 546)</p> <p>3) Sandra Steingraber, "Rose Moon" (WL 549)</p> <p>4) Ynestra King, "The Ecofeminist Imperative (WL 559)</p> <p>5) Mililani Trask, "Native Hawaiian Historical and Cultural Perspectives on Environmental Justice" (WL 563)</p> <p>6) H. Patricia Hynes, "Consumption: North American Perspectives" (WL 567)</p> <p>7) Gender Aspects of Climate Change (WL 574)</p>	<p>Writing Assignment (12):</p> <p>Write a letter to Neil Abercrombie, governor of Hawaii. Use the feminist perspective to value the natural environment, A letter (or a proposal) on the sustainability of tourist industry in Hawaii</p> <p>What have concerned you?</p> <p>What are your suggestions?</p> <p>1) Reference: "Morning in America: A letter from Feminists on the Election " (WL 614)</p>

<p>Mon. 4/21 Week 15</p>	<p>Ch.15 Popular Culture (GPD 477)</p> <p>Reading and Presentation:</p> <p>1) Susan Jane Gilman, “Klaus Barbie, and Other Dolls I’d Like to See (GPD 479)</p> <p>2) Emily Rutherford, “Choose One ” (GPD 483)</p> <p>Rebecca Brasfield, “Rereading Sex and the City: Exposing the Hegemonic Feminist Narrative (GPD 486)</p>	<p>Class Task:</p> <p>Discussion:</p> <p>What part of the American popular culture do you like or dislike? Why? Any alternative do you want to have?</p> <p>Prepare for group presentation:</p> <p>Working on an activist’s project by group , select group members and brainstorm for topics</p> <p>First group meeting.</p>
<p>Wed. 4/23</p>	<p>Ch.16 Women and political Power</p> <p>I. Reading & Presentation</p> <p>1) Feminism and Politics pp. 414- 422</p> <p>2) Women as Political leaders pp.423 -426</p> <p>3) Women as Citizens pp.427- 434</p> <p>4) Equal Rights pp. 436- 440</p>	<p>I. Analyze:</p> <p>The State of Women in the World Atlas-Topics:</p> <p>1.The Vote</p> <p>2.Seats of Power</p> <p>II. Discussion: the bills you wish the governor to sign.</p> <p>II. Role simulation:</p> <p>One day governor:</p> <p>What bills will you sign?</p> <p>III. Writing Assignment (13):</p> <p>Write the reasons why you select that bill.</p>

<p>Mon. 4/28 Week 16</p>	<p>Ch.17 Activism and Change (WL.)</p> <p>I. Reading & Presentation:</p> <p>2) Creating change: theory, Vision, and Action (WL 583)</p> <p>3) Building Alliances for the 21st century (WL 592)</p> <p>4) “Morning in America: A letter from Feminists on the Election “ (WL 614) (discussion)</p> <p>5) Barbara Ransby, “Katrina, Black women, and the Deadly Discourse on Black Poverty in America” (WL 616)</p> <p>6) Cindy Lewis, “ Meeting the Leadership Challenges of Women with Disabilities: Mobility International USA (WL 621)</p>	<p>Question and Reflection</p> <p>Take Action (WL 597)</p> <p>Group Presentation</p> <p>Preparation : 2nd meeting</p>
<p>Wed.4/30</p>	<p>Ch. 17 (continued)</p> <p>I. Readings</p> <p>Future Changes (handout)</p> <p>1) The World of the Future. What Should It Be?</p> <p>Women (and Men) of the Future.</p> <p>Vehicles for Change.</p> <p>2) Handout for further Reading:</p> <p>AKathryn Kish Sklar, “A Women’s History Report Card on Hilary Rodham Clinton’s Presidential Primary Campaign, 2008 (GPD 527)</p>	<p>Group Presentation</p> <p>Preparation 3rd meeting .</p>
<p>Mon.5/5 Week 17</p>	<p>Ch 18 Change and Politics</p> <p>I. Readings:</p> <p>1) The Rio Declaration of Gender Independence (GPD 508)</p> <p>2) Jodie Michelle Lawston, “ We are All</p>	<p>Final Paper plan</p> <p>Write a 4-page essay.</p>

	Sisters: ” (GPD 511)	
Wed. 5/7 Last Class	Group Presentation: Topic: On the Collective Power What do you want to change for the present? How and where do you think the changes can start?	1. Vote for the best group presentation. 2. Final paper guide. 3. Potluck party
Fri. 5/16	Final Paper Due: 4:30pm Turn in by sending the paper to the Final Paper Folder in Laulima	Best wishes to your success!

Writing topics and Options:

- 1) Write a 2-page learning journal for each chapter.
- 2) Write a 3 -page review for the movies assigned in and out class.
- 3) Write a 3-page original proposal for a community project.
- 4) Write a 3-page reaction paper on Utopian readings assigned in class.

I will provide for personal interaction between I and students as part of the writing process by writing feedback on drafts, individual meetings on a research topic.