**Introduction to Women’s Studies: WS 151**
**Spring 2018**
CRN 62375 (3 credits)

**MW 1:00 – 2:15pm**
Na‘auao 105

Instructor: Colleen Rost-Banik
Office: Na‘auao 106
Office Hours: Mondays 2:30 – 4:30pm and by appointment
Telephone: 808-729-1670
Email: mcrb@hawaii.edu

**COMMUNICATION:** Aside from our in-class time together, I will communicate with you via your UH Mail. Thus, you’ll need to check that account at least once a week. If there is another email account you most often use (such as Gmail or Hotmail), you can forward your UH Mail to that account. [CLICK](#) for instructions on how to forward your UH Mail to your other email account.

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**WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

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**CATALOG DESCRIPTION**

This course is an introduction to feminist interdisciplinary analysis from global and critical perspectives. It explores relationships between women and men from various cultures, with a focus on gender, race, class, and sexual dynamics. The course also explores women’s negotiations with institutional dynamics. *(WCC: DS)*

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**STUDENT LEARNING OUTCOMES**

Upon successful completion of Women’s Studies 151, students should be able to:

- Explain the difference between sex as a biological category and gender as a social category.
- Describe the various ways that gender categories are socially constructed.
- Describe the historical changes in both gender roles and the status of women in the United States.
- Explain the similarities and differences of women’s roles across cultural, racial, social, and economic lines.

*This syllabus contains tons of information that will help you succeed in this course, including information on the course learning outcomes, requirements, assignment instructions, and due dates. For links to the assignment instructions, videos, and readings, please login to Laulima.*
REQUIRED READING

The texts for the course will be made available via Laulima. Check the course schedule and Laulima for additional assigned readings.

COURSE GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20% (200 pts)</td>
<td>Each class period</td>
</tr>
<tr>
<td>Current Events Project</td>
<td>20% (200 pts)</td>
<td>4 times throughout semester</td>
</tr>
<tr>
<td>Critical Essay #1</td>
<td>15% (150 pts)</td>
<td>Wed, Feb. 21</td>
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</tbody>
</table>
| Political Action         | 15% (150 pts) | Wed, Feb. 28
| Issue Essay              |             |       | Wed, March 14
| Phone Script and Email / Letter |       |       | Wed, March 21
| Peer Feedback            |             |       | Mon, April 16
| Make call and Send email / letter Reflection Essay |       |       | Wed, April 18
| Critical Essay #2        | 15% (150 pts) | Wed, April 11                   |
| Op-Ed                    | 15% (150 pts) | Mon, April 30                   |

Participation - 20%
This is not a traditional lecture-based class. I will give mini-lectures, but that will not be the main source of information. Instead, we will use the text and build upon our own life experiences to co-create knowledge. I believe that we learn best by being present and participating in class discussions and activities. Students who come to class and abide by the instructions below will receive 6 points/day (200 points, 20% of the course grade).

CLASS PROTOCOL:

1. Attendance and participation are required at all class sessions. Students’ presence in the room for the full class time-period is expected. If you have a scheduling dilemma that makes punctuality difficult, you should reconsider your registration. Classes will begin and end on time. Please be seated when class begins and stay the entire class period. Students who come to class late will not receive the points for that day. If you are absent, it is your responsibility to get the notes from another student (and not from the instructor), as you are responsible for all material covered during class as well as in the text. Participation points are based on whether students are physically in class for that particular day; points are not based on whether or not students have a valid excuse for missing class. Participation can only happen when you are present and actively engaged in class lectures, discussions, and group work.

2. No electronics should be used during class unless it is part of the instructions for a class-based assignment. This includes computers and cell phones, which need to be put away for the 75 minutes we are together. As far as needing computers to take lecture notes, the class is not a lecture-heavy class, and any lecture notes students may need will be included on Laulima. Students who use electronic devices during class will not receive the points for that day.
3. **We will respect one another.** Our beliefs, values, and ideas may differ from one another because we draw from different life experiences. In this class, we will discuss, question, and challenge ideas, but will be careful not to attack individuals.

4. **We will challenge our own beliefs, values, and ideas.** We need to be open to challenging our own prejudices, assumptions, and interpretations. We also need to expect to discuss things we often do not discuss in public but still feel strongly about. It is okay to feel uncomfortable when we do so.

5. **We are here for a positive educational experience.** Please carefully read and come to class sessions with questions and assigned activities completed. In class, ask questions, share your thoughts and feelings, and make this a meaningful experience for you and your classmates.

6. **We will follow all rules outlined in the student conduct code.**

* And the important mantra to keep in mind for our time together -- because gender is so interesting and relatable to all of our lives -- "Participate, don't dominate." :)

### ASSIGNMENTS

**Current Events Project – 20%**
Each week *(by Monday at 11:59pm)*, two people will post in Laulima a current events news article that relates to the politics of sex, gender, or sexuality in our world. This can link directly to what we have discussed in class or can be something that we haven’t covered but still connects to issues you find important in the study of gender. In addition to posting the article, please write a few sentences (short paragraph) about what makes this article relevant or interesting for the class to consider.

Everyone will read the articles posted for Wednesday’s class. Then, in class, the two people who posted articles will have 10 minutes each to discuss their respective article and lead the class in a short discussion about the topic. Note that each student will present a current event news article and lead a small discussion about it four different times throughout the semester.

This project serves several purposes, as it will help us to: 1) build our understanding of how gender is represented in the media; 2) strengthen our knowledge of current policies; 3) inform and develop our individual and collective interests and perspectives on particular gender-based issues; and 4) assemble a collective resource library to reference when conducting research for the Op-Ed assignment.

**Political Action – 15%**
Pick a gender-based political issue that is important to you. Educate yourself about the issue and form an opinion about it. *(Note: Feel free to use the Current Events Project to assist you with this assignment.)* Think about what policy makers might be able to assist you in advancing your perspective (neighborhood board, school board, city council, state or federal legislators, governor, president).

a. Write and post a 1-2 page essay about where you stand on this issue, why it’s important to you, and how it relates to class. *(Due: Wed, Feb. 28)*
b. Develop a script for calling a political leader to share your perspective on the issue.
c. Draft an email or to send to a different political leader about the issue.
d. Post phone script and email/letter draft to Laulima for peer feedback. *(Due: Wed, March 14)*
e. Provide peer feedback on phone script and email/letter. *(Due: Wed, March 21)*
f. Make call to political leader about issue.
g. Send email/letter to political leader about issue. *(Due: Must have completed by Mon, April 16)*
h. Write a 2 page reflection essay about this experience. *(Due: Wed, April 18)*

**Critical Essay #1 – 15%**
*Due Wednesday, February 21*
This 4-6 page paper is designed for you to incorporate and respond to course readings as you explore an important topic or issue of personal interest that has been raised in class discussions and/or course readings. You will have an opportunity to share pieces of your papers in class. Please make sure to cite your references. Papers should be uploaded to Laulima; Times New Roman, 12 pt. font, and 1-inch margins.

**Critical Essay #2 – 15%**
*Due Wednesday, April 11*
This 4-6 page paper is designed for you to incorporate and respond to course readings as you explore an important topic or issue of personal interest that has been raised in class discussions and/or course readings. You will have an opportunity to share pieces of your papers in class. Please make sure to cite your references. Papers should be uploaded to Laulima; Times New Roman, 12 pt. font, and 1-inch margins.

**Op-Ed – 15%**
*Due online: Monday, April 30*
Think about a gender-based issue that is important to you—it can be one that we have discussed in class or another issue that you believe has societal political importance. Write an op-ed to a newspaper. This can be a piece that you’d like to submit to the Honolulu Star Advertiser or another publication of your choosing. Depending on the outlet, op-eds range from 250 words to 700 words. In addition to your Op-Ed, please attach a one-page (single-spaced) document wherein you state how the issue you address is connected to what we have been discussing in Intro to Women’s Studies. You may draw upon course readings and/or other resources to state your reasoning.

**Grading Scale**

- **A** = 100% - 90.0% (900-1000 pts)
- **B** = 89.9% - 80.0% (800-899 pts)
- **C** = 79.9% - 70.0% (700-799 pts)
- **D** = 69.9% - 60.0% (600-699 pts)
- **F** = 59.9% - 0% (599 pts and below)

*N grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.*

If at the end of the semester you feel you qualify for an N grade, you will need to send me an email no later than the last due date indicated on our course calendar that explains how you qualify for the N grade. If I don’t hear from you, you will be given whatever grade your total points add up to, as shown above.
## SCHEDULE OF TOPICS AND READINGS

Please note: all readings, unless otherwise indicated, will be posted on Laulima.
*Readings with an asterisk can be found in *The Essential Feminist Reader* (posted in Laulima)

<table>
<thead>
<tr>
<th>1. Introduction to Feminism</th>
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<tr>
<td><strong>Monday, Jan. 8</strong></td>
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<tr>
<td>Introduction &amp; Syllabus</td>
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<tr>
<td><strong>Wednesday, Jan. 10</strong></td>
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<tr>
<td>hooks, bell. <em>Feminism is for Everybody</em>, pp. 1-12</td>
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<td>Hayley Krischer. “Everyday Feminism in a Post-Feminist World”</td>
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<tr>
<th>2. Genealogies of Feminism</th>
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<tr>
<td><strong>Monday, Jan. 15</strong></td>
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<td>Martin Luther King, Jr. Day – NO CLASS</td>
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<td><strong>Wednesday, Jan. 17</strong></td>
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<tr>
<th>3. Genealogies of Feminism, con’t.</th>
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<tr>
<td><strong>Monday, Jan. 22</strong></td>
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<tr>
<td>Mohanty, Chandra Talpade. &quot;Under Western Eyes&quot;</td>
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<tr>
<td><strong>Wednesday, Jan. 24</strong></td>
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<tr>
<td>Tolentino, Jia. “The Case Against Contemporary Feminism”</td>
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<th>4. Intersectionality</th>
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<td><strong>Monday, Jan. 29</strong></td>
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<td>Crenshaw, Kimberlé. TED Talk video.</td>
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<tr>
<td><strong>Wednesday, Jan. 31</strong></td>
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<tr>
<td>Uwujaren, Jarune &amp; Utt, Jamie. “Why Our Feminism Must be Intersectional” (everyday feminism)</td>
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<td>Pratt, Minnie Bruce. &quot;Identity: Skin Blood Heart&quot;</td>
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5. Learning Sex & Gender

Feb. 5
Cornell, Drucilla. “Las Greñudas: Recollections on Consciousness-Raising.”

Feb. 7
“Learning Gender.” Women’s Voices, Feminist Visions, pp. 116-135
Watanabe, Marina. “What’s the Difference Between Sex and Gender” (everyday feminism video)

6. Learning Sex & Gender (con’t)

Feb. 12
“Learning Gender.” Women’s Voices, Feminist Visions, pp. 136-156

Feb. 14
hooks, bell. “Our Bodies, Ourselves: Reproductive Rights,” Feminism is for Everybody, pp. 25-30
“Inscribing Gender on the Body.” Women’s Voices, Feminist Visions, pp. 181-204

7. Bodies

Feb. 19
President’s Day – NO CLASS

Feb. 21
hooks, bell. “Beauty Within and Without,” Feminism is for Everybody, pp. 31-36

DUE: Critical Essay #1

8. Masculinities

Feb. 26
Kimmel, M.S. “Has a Men’s World become a Women’s Nation?,” Misframing Men: The Politics of Contemporary Masculinities
Kimmel, M.S. “A War Against Boys,” Misframing Men: The Politics of Contemporary Masculinities

Feb. 28
hooks, bell. “Feminist Masculinity,” Feminism is for Everybody, pp. 67-71
Kimmel, M.S. “Promise Keepers,” Misframing Men: The Politics of Contemporary Masculinities

DUE: Political Action Essay
9. Reading Gender and Visual Culture

March 5
John Berger. "Ways of Seeing"
Marita Sturken and Lisa Cartwright. “Practices of Looking”

March 7
Caroline Heldman. “The Sexy Lie” (youtube video)
Robert Goldman. "Commodity Feminism"

10. Power and Sexualities

March 12
Sex, Power, and Intimacy (Chap 6 of Women’s Voices, Feminist Visions, pp. 313-333)?

March 14
Sandra Lee Bartky. "Foucault, Femininity, and the Modernization of Patriarchal Power"

DUE: Political Action Phone Script & Email / Letter

11. Bodies of Evidence: Sex, Gender, and Science

March 19
Emily Martin. “The Egg and the Sperm: How Science Has Constructed A Romance Based on Stereotypical Male-Female Roles”

March 21
Nancy Tuana. "The Speculum of Ignorance: The Women's Health Movement and Epistemologies of Ignorance"

DUE: Peer feedback on Political Action Phone Script & Email / Letter

SPRING BREAK – March 26 & 28

12. Sexual Harassment and Assault

April 2
“Campus Rape Policies Get a New Look as the Accused Get DeVos’s Ear,” New York Times
“Sexual Assault and Rape.” Women’s Voices, Feminist Visions, pp. 550-554

April 4
Crain, Marion. “Sex Discrimination as Collective Harm,” in The Sex of Class: Women Transforming American Labor

Due: Political Action Reflection Essay
13. Politics of Gender, Race, and Class

April 9  
hooks, bell. “Race and Gender,” *Feminism is for Everybody*, p. 55-60  
Sharon Hays. *Flat Broke with Children*, Chp 1 - “Money and Morality”

April 11  
Sharon Hays. *Flat Broke with Children*, Chp 7 - “Cultures of Poverty”

14. Women and Work

April 16  
No class meeting. This is an opportunity to work on your Op-Ed.

April 18  
Federici, Silvia. “Wages Against Housework”

*DUE: Critical Essay #2*

15. Global Feminist Politics: Tensions and Alliances Across Difference

April 23  
Lila Abu-Lughod. "Do Muslim Women Really Need Saving?"  

April 25  
hooks, bell. “Global Feminism,” *Feminism is for Everybody*, p. 44-47  
Showden. *The Politics of Sex Work*, Intro

16. Women and Migration

April 30  
Women in Migration

*DUE: Op-Ed*

May 2  
Class discussion of op-eds.
References


ACADEMIC DISHONESTY, CHEATING, AND PLAGIARISM

Academic Dishonesty
Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and expulsion from the University.

Cheating
Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism
Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

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 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 Hale 'Akoakoa 213 for more information.