INTRODUCTION TO WOMEN’S STUDIES (WS151—CRN 21759/WS151W—CRN21760)  COURSE SYLLABUS

UNIVERSITY OF HAWAII HONOLULU COMMUNITY COLLEGE
FALL SEMESTER 2013
MW 2:30 – 3:45 Bldg 7/634

Instructor  Fumiko Takasugi, Ph.D.
Office Hours  M 10:30-11:30, 1:30-2:30/ T 1:30-2:30, 4-5/ W 10:30-11:30 or by appointment in Bldg 7/621
Contact info  845-9152 and takasugi@hawaii.edu
Please DO NOT private message me on Laulima – email me directly instead.

Required Materials

Recommended Materials
- Other readings will be announced and distributed in class.

Course Description  (from the College Catalog)  This is an introduction to Women’s Studies, an interdisciplinary study of the world of women.  The concept of gender permits the examination of various facets of women and men’s experiences, corrects misconceptions and assists thinking about the future of women.

This course gives the student a dual option of taking the course as a Writing Intensive (WI) focus designated course or as a non-WI course.  Note the difference in requirements and grading throughout the syllabus.

Student Learning Outcomes  This course is designed to acquaint you, the student, with basic ideas and perspectives on the study of women and gender.  At the end of the course, you should be able to:

1. define the construction of gender and its role in the formation of societies and their institutions,
2. demonstrate an understanding of the basic history of the women’s movement,
3. analyze issues of concern to women in the context of interpersonal, societal, and institutional relationships, demonstrating competency in ethical deliberation and the use of discipline-based tools to arrive at rational ethical judgments,
4. explain why ethics plays an important role in the field of Women’s Studies,
5. demonstrate an understanding of the connections between sexism, racism, classism, and other forms of institutionalized oppression,

Important!!  Please read this syllabus carefully.  You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.
6. demonstrate an understanding of the connection between feminist theories and women’s experiences.

**DS and HETH Credit/Articulation/Prerequisite** WS151 fulfills a Social Sciences requirement (DS) and a Contemporary Ethical Issues (HETH) requirement. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 or ESL23 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

As this is a transfer level course and because this course is **Writing Intensive (WI) certified**, if you are taking this course for WI credit, a grade of “C” or higher in English 100 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

**Notes, Announcements, Discussions, and Laulima** I will be using Laulima to post class notes, announcements, and discussions. After every exam, I start a new set of notes, so you end up with 3 sets by the end of the semester. The NOTES ARE IMPORTANT in this class and I refer to them during class lectures, so be sure to stay up-to-date with them. I also post materials that I use during class, including this syllabus. Checking your hawaii.edu account and Laulima frequently is your responsibility for staying on track with this class. The link for Laulima is [https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal). Check it out 😊

**FYI:** I also urge you to start or continue discussions on Laulima for you and your classmates. I will also count participation on these discussion sites as participation in the class, so take advantage, especially if you’re not too keen on participating in discussions in class.

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**COURSEWORK**

There are three major parts to the coursework required for this course in addition to attending the lectures: **exams, discussion participation, and a paper**. Following are the expectations for each of the requirements.

**Exams** Three essay-format exams will be given throughout the semester. The exams are in-class open book and open notes exams. You will be tested on and expected to answer and write on lectures, discussions, readings, and other class materials such as films.

**Discussion participation** Class meetings consist of lectures and discussions and some exercises/activities, with a heavy emphasis on the interactive nature of discussions. If you are uncomfortable participating in class, you have the option to start and/or join discussions on Laulima, so take advantage of that too. We’ll try to make the atmosphere as friendly and open to hearing what you have to say, though, so hopefully, the face-to-face will happen as often as the online. You may not think this is a big deal, but note that 20% of your grade (if non-WI) or 10% of your grade (if non-WI) depends on how well you participate in class discussion, so you should take this seriously.

**Paper** You will be required to write a short 6-page paper for this course. You will choose a concept that helps to understand a particular aspect of Women’s Studies, do library/archival research, and demonstrate how the concept helps to better make sense of the topic. The paper is a semester-long endeavor. You will have due dates throughout the semester for drafts and
progress reports. This also means that you will have ample time to work with me if you are stuck, confused, or just in need of ideas.

If you are taking the course for WI credit, HCC requires that you complete a revision writing process (i.e., multiple drafts with feedback and guidance from the instructor) of **16 double-spaced, typed pages**. Note below that the weighting of various requirements for the class also differs considerably for WI students, as HCC requires that 60% of a student’s grade for a WI course be based on student writing. WI students will write two 5-page papers IN ADDITION TO the 6-page paper in common with non-WI students of WS151.

You will be following a rigorous reading and writing schedule throughout the course, along with discussion participation. Stay on track with the material and stop to ask questions when they occur, and you will do well in this class.

**Grading system** The following is the breakdown of your grade for this class:

- Exam 1: 20%
- Exam 2: 20%
- Exam 3: 20%
- Discussion participation: 20%
- Term paper: 20%

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100%

**Grading system** The following is the breakdown of your grade for this class **for WI credit**:

- Exam 1: 10%
- Exam 2: 10%
- Exam 3: 10%
- Discussion participation: 10%
- Term paper: 30%
- WI paper 1: 15%
- WI paper 2: 15%

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100%

**About Attendance** Attendance will not be taken; however, the consequences of missing class are obvious in that you will miss material, which will be necessary for the required work to be done for the course.

**CLASS POLICIES**

1. **Respect for other viewpoints and perspectives** In a course of this nature, we deal with many timely and controversial topics. There will most likely be at least one subject area in which you have strong feelings and opinions. This is fine and only natural. I only ask of you that you respect the viewpoints and perspectives of others in the class. Loud voices and swearing at your classmates or at me is unacceptable behavior and will not be tolerated (the one exception is me – I get to speak loudly). Part of what I would like to have accomplished in this course is to have you gain an understanding of how others frame the world, so it is necessary that you learn to

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listen, even if you don’t agree. Communication is the only way to solve problems, both in the private and public realm. Listening is a part of communication.

2. Policy on disabilities If you need or desire special support services, you can contact Student ACCESS (Bldg. 5, Room 107B, phone 844-2392 or 845-9272). Services are based on documented needs. It is recommended that you contact ACCESS early, so that there is sufficient time for services to be put in place. You can also let me know of a special need or support needs and I can help you get the ball rolling.

3. Cellphone and texting policy I don’t have a strict cellphone and texting policy, since I don’t believe in having to police the use of cellphones and similar tools for adults. I know that some message/calls are emergencies. I also know that sometimes one is looking something up on the phone. BUT if your texting or other phone activity is disruptive to others in the class, I will call you on it. What it comes down to is basic social etiquette – given this is a college class. Honestly, though, if you can focus for the class time, you will do better on exams and you will use your time effectively, because trying to make up for what should have been learned during class outside of class generally takes twice or three times longer. Look at it this way… a class isn’t THAT long. And if you have something better to do than be in my class, then why are you in my class??

4. Make-up exam policy As a general rule I do not give make-up exams. However, you will be given an opportunity to make up an exam or receive up to 5 days extension on an assignment. To take the one opportunity to make up an exam, you are required to give me advance notice (in advance of the exam date) that you want to make up the exam and you will need to make up the exam within a week of the original exam date. (See section on “predicament coupon.”)

5. N Grade I reserve the right to grant an N grade (no grade or evaluation…?) to students who are in good academic standing (i.e., a C or higher grade), but who, for exceptional personal reasons, is unable to complete the course. Do not assume that I will give you an N grade just because. Please see me to discuss your situation but do it as early as you can. Discussion of an N grade must take place during the semester.

6. I Grade I also reserve the right to grant an I grade (an Incomplete) to a student who I feel should be granted extra time to finish up the work necessary to pass the course. You should be advised, however, that the majority of students who receive an I grade do not finish the work in the required time. When this happens, you receive the grade you would have received, had you not been granted an Incomplete.

7. Predicament coupon I make use of a “predicament coupon,” which allows you ONE make-up exam, an extension on a paper, OR other extra consideration that you can use once a semester. Each student has one coupon, which can be used throughout the semester. If the coupon is unused by the end of the semester, you can cash it in for extra credit points.

8. Cheating and plagiarism Any kind of cheating, plagiarism, or getting other people to do your work will not be tolerated. This is a very basic academic rule and you will get an automatic F for the assignment, exam, etc., with the real possibility of an F for your course grade. The following is from your Student Conduct Code (http://honolulu.hawaii.edu/policies/conduct.html):

Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so 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; or dry labbing, which includes obtaining and using
experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

**IMPORTANT DATES AND EXPECTATIONS (NOTE that WI students have additional dates)**

**EVERY DAY WE MEET IS AN IMPORTANT DATE FOR THIS CLASS**, but you have quite a few requirements to fulfill in this class, and you will want to stay on track. The following are the deadlines and exam dates. **Also remember that reading for class is also a REQUIREMENT.** You are expected to have read the reading material we cover in class. That schedule is in your syllabus and reading for class is a steady requirement throughout the semester.

**Exams** There will be 3 in-class open-book, open-notes (no electronic or computer devices allowed) exams on **Sept 30th, Nov 4th, and Dec 16th**. You will be tested on and expected to answer and write on lectures, discussions, readings, movies, and other class materials. The exams will cover class material, and will consist of short essay questions. For each exam, you will be tested on 4 areas, with an option of a or b. for each section. In other words, you will answer 4 questions. Each answer will be worth 25% of the exam grade.

**Papers** You will be required to write a short 6-page paper for this class. You will apply social construction to a topic of your choice within women’s studies/gender, do library/archival research, and demonstrate how the perspective is useful in understanding the topic. This paper is a semester-long endeavor. You will have due dates throughout the semester for drafts and progress reports. This also means that you will have ample time to work with me if you are stuck, confused, or just in need of ideas.

We will start with your “first draft.” Then, I will give you feedback on the first draft and you will have the opportunity to improve your paper for the second draft. I will again give you feedback on the second draft for the third draft, and so on. I will also be asking you to use the services of several tutors (both F2F and online) to help you with your writing. You will have numerous opportunities to make the paper better until the final paper submission, due on **Dec 2nd**. Note that you **must submit all four versions of the paper (each one revised based on comments on earlier drafts) for maximum points**. I will deduct points from you paper grade if you have not submitted four revised drafts to me. Furthermore, a draft does not mean a paper does not have to be proofread. You **must proofread all versions** of the paper for maximum credit. Drafts that have not been proofread will be deducted points.

If you are taking the course for WI credit, HCC requires that you complete a revision writing process (i.e., multiple drafts with feedback and guidance from the instructor) of **16 double-spaced, typed pages**. Note on your syllabus that the weighting of various requirements for the class also differ considerably for WI students, as HCC requires that 60% of a student’s grade for a WI course be based on revision writing. WI students will write two 5-page papers (one on a reading of your choice that we will be reading for the course AND a reflection paper on what we are learning in class IN ADDITION TO the 6-page term paper in common with non-WI students of WS151.

So, here is what it comes down to… If you don’t give me a submission on a due date, you will have points taken off. If you make no effort to better the project, you will also have points taken off. You will be graded on all the steps, but mostly on the finalized version, since you will have several opportunities to make it the best version that you can make it.

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We will follow a strict writing schedule. The following is this schedule.

**Non-WI students**

**Term paper**
- **Sept 16**
  - First draft: First 2 pages OR first page + outline (includes topic/thesis statement)
- **Oct 14**
  - Second draft: Four pages + references page
- **Nov 6**
  - Third draft: Four pages + references page
- **Dec 2**
  - Final version

**WI students**

**Term paper (Paper in common with non-WI students)**
- **Sept 16**
  - First draft: First 2 pages OR first page + outline (includes topic/thesis statement)
- **Oct 14**
  - Second draft: Four pages + references page
- **Nov 6**
  - Third draft: Four pages + references page
- **Dec 2**
  - Final version

**WI paper 1: article reaction**
- **Sept 9**
  - First draft: First 2 pages OR first page + outline (includes topic/thesis statement) + reference page
- **Sept 25**
  - Second draft: Full 5 pages + references page
- **Oct 14**
  - Final version

**WI paper 2: reflection**
- **Oct 28**
  - First draft: First 2 pages OR first page + outline includes topic/thesis statement
- **Nov 18**
  - Second draft: Full 5 pages
- **Dec 9**
  - Final version

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**THEMATIC SCHEDULE AND READINGS**

This course is centered on lectures, discussions (of readings, in-class exercises, and films), exams, and a paper. The reading is do-able. **YOUR HOMEWORK IS THE READINGS.** This is the attitude you should have. Readings are assigned for class meetings. This means that the reading should be done before the class meeting so you can actively participate in class discussion (Exception for the first class meeting).

At the end of each class meeting, I will let you know what we will be covering in the next class meeting. You really get much more out of a class **WHEN YOU DO THE READING.** You will also do much better on the exams! Please bring your books to class for in-class discussion and exercises.

The semester is divided up into 3 sections. You are tested on each part once we finish 1/3 of the semester material. While you will be expected to know and understand main concepts and theories, the exam material is NOT cumulative.

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PART I  INTRODUCTION AND MAIN IDEAS

Introduction to Women’s Studies and Gender

- Readings:
  - Syllabus in its entirety (and you should be checking periodically thereafter)
  - TEXT pp 1-10
    - Stephanie Coontz, “Why Gender Equality Stalled,” 2013. (I-1)
    - #15 Ray and Rosow, “Getting Off and Getting Intimate.” (I-2)

The history of gender studies

- Readings:
  - Charlotte Perkins Gilman, “The Yellow Wallpaper” (1892). (I-4)

The scientific method

- Readings:
  - #41 Pascoe, “Dude, You’re a Fag”: Adolescent Masculinity and the Fag Discourse.” (I-6)
  - #30 Stone, “Getting to Equal: Progress, Pitfalls, and Policy Solutions on the Road to Gender Parity in the Workplace.” (I-7)

Women and men: Different? Equal?

- Readings:
  - pp 11-12
    - #43 Rutherford, “Choose One.” (I-8)
    - #23 Lorde, “Age, Race, Class, and Sex: Women Redefining Difference.” (I-9)
    - #19 Messner, “Becoming 100% Straight.” (I-10)

Exam 1 September 30th

PART II  MICRO VS MACRO PERSPECTIVES

Doing gender

- Readings:
  - #9 Sabo, “Doing Time, Doing Masculinity: Sports in Prison” (II-1)
  - #10 Barber, “The Well-Coiffed Man: Class, Race and Heterosexual Masculinity in the Hair Salon.” (II-2)
  - #31 Messner and Bozada-Deas, “Separating the Men from the Moms: The Making of Adult Gender Segregation in Youth Sports (II-3)
  - #14 Naaman, “Brides of Palestine/Angels of Death: Media, Gender, and Performance in the Case of Palestinian Female Suicide Bombers.” (II-4)

Explaining gender

- Readings:

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Gender and the body

- Readings:
  - pp65-66, pp145-146
  - #7 Lamm, “It’s a Big Fat Revolution.” (II-8)
  - #42 Gilman, “Klaus Barbie, and Other Dolls I’d Like to See.” (II-9)
  - #1 Fausto-Sterling, “The Five Sexes, Revisited.” (II-10)

Exam 2 November 4th

PART III       INTERSECTIONALITIES IN THE PRIVATE AND PUBLIC SPHERES

Marginalities

- Readings:
  - pp233-234
  - #26 Collins, “The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships.” (III-1)
  - #40 Bettie, “Girls, Race, and Identity: Border Work Between Classes.” (III-2)
  - #50 Powell, “Confessions of a Recovering Misogynist.” (III-3)

Race, class, and sexuality

- Readings:
  - #24 Read and Bartkowski, “To Veil or Not To Veil.” (III-4)
  - #44 Brasfield, “Rereading Sex and the City: Exposing the Hegemonic Feminist Narrative.” (III-5)
  - #12 Nagel and Feitz, “Deploying Race, Gender, Class, and Sexuality in the Iraq War.” (III-6)
  - #20 Espiritu, “‘Americans Have a Different Attitude’: Family, Sexuality, and Gender in Filipina American Lives.” (III-7)

Public and private

- Readings:
  - #34 Wingfield, “Racializing the Glass Escalator: Reconsidering Man’s Experiences with Women’s Work” (III-8)
  - #36 Giuffre and Williams, “Boundary Lines: Labeling Sexual Harassment in Restaurants.” (III-9)
  - #37 Jeffreys, “Keeping Women Down and Out: The Strip Club Boom and the Reinforcement of Male Dominance.” (III-10)

Exam 3 December 16th

*This schedule is subject to change, in part, because I will adjust the schedule to fit the needs of the class. I will let you know in advance if this happens. If you miss a class, it is your responsibility to find out what you missed from me or a classmate.