

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Gender 98T
 Course Title “From the Barbershop to the Beauty Salon: Critical Perspectives on Beauty Service Work and Affective Economies in the U.S.”
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis x

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course fits within the parameters of social analysis because it draws upon ethnographic research on beauty service work to interrogate the social relations of work and at the work place.
It also considers meaning made and dynamics to understand race, class, gender, and sexuality.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Preeti Sharma, Teaching Fellow ; Grace Hong, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No x

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	<u>x</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>18</u>	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No x

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

As this course explores racialized and gendered work, it asks questions about the shifting value of certain populations and work and about workers' rights.

Cultural Diversity

The course explores dynamics of race, class, gender, and sexuality through norms around hair, cleanliness, and the body in terms of who can do the work, who can look a certain way, histories of segregation, and work issues today.

Critical Thinking

The course explores intersectional elements of beauty service work using ethnographic texts, historical analysis, and media representations. Students will reflect on the course materials to develop critical perspectives on social life.

Rhetorical Effectiveness

Problem-solving

Library & Information Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u> </u> | (hours) |
| 3. Labs: | <u> </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u> </u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|-------------------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>6</u> | (hours) |
| 3. Group Projects: | <u> </u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>2</u> | (hours) |
| 5. Information Literacy Exercises: | <u> </u> | (hours) |
| 6. Written Assignments: | <u>3</u> | (hours) |
| 7. Research Activity: | <u>1</u> | (hours) |

(B) TOTAL Out-of-class time per week **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

**From the Barbershop to the Beauty Salon:
Critical Perspectives on Beauty Service Work and Affective Economies in the U.S.**

Instructor: Preeti Sharma
Office Hours: TBD

Email: preetis@ucla.edu
Location: Rolfe 1120L

Course Description:

While barbershops and beauty salons are on every street corner, little research considers who works at the salon, the worker-customer relationship, and how the myriad of salons available represent “work” today. This course will interrogate the intimate and affective labor relations of race, class, gender, and social processes at the salon. Using an interdisciplinary set of readings, this course will draw from ethnographic accounts, historical analysis, and media representation to garner meanings made and dynamics at a range of salons-the barbershop, hair salon, nail salon, and beauty salon.

The course will engage foundational theoretical frameworks of service work, intimate labor, and affective labor to ground understandings of beauty service work in terms of racialized and gendered labor. Departing from intersectional approaches to interpret beauty culture and service, the course will also consider the salon as a site of regulation.

Objectives:

- Gain an understanding of the theories of intimate and affective labor to interpret today’s service economies.
- Develop critical thinking skills using interdisciplinary intersectional approaches to race, class, gender, and sexuality.
- Interrogate the salon as a place of shifting of race, gender, and beauty regulation.
- Navigate ethnographic research methods as a tool to draw arguments from and insights into everyday interactions and daily lives.
- Develop writing skills through course assignments
- Craft an argument from texts and demonstrate critical analysis in a research paper.

Course Requirements:

- Class Participation - 15%
- Discussion Question Posts - 5%
- Reflection Papers - 30%
- Annotations - 10%
- First Draft and Peer Review - 10%
- Final Paper - 30%

Class Participation

Classrooms are a site and community of learning where ideas are shared together. Our class learning will be guided by students’ discussion and ideas as drawn from the course materials. It requires you to be actively and responsibly involved in the learning process. Thus, your attendance at each class is imperative. You are expected to complete the weekly readings before class beyond a cursory read. You are encouraged to bring questions and points of discussion based on the readings. A reading log is available on the course website help guide reading interpretation and analysis. Furthermore, it is important that we create a thoughtful, constructive, and respectful atmosphere for discussion.

As you work out ideas, do not hesitate to come to office hours. I encourage you to contact me regarding the class, readings, or assignments. I look forward to a great quarter!

Discussion Question Posts:

Each student should post *one* question based on the readings for the week on Monday, by 5pm, on our course website, from Week 2 to Week 10. The question can focus on one or all the materials for the week and should thoughtfully ask about concepts, terms, interventions, and/ or make relationships between reading themes. Please post in the discussion forum labeled for the respective week. Posts will be made public to our class, so I encourage you to review them prior to get ideas for discussion.

Reflection Papers:

Two reflection papers will be due for any week of your interest, based on the readings of that week. One paper is required to be turned in during the first half of the quarter, by Week 4, and the second during the second half of the quarter, by Week 8. In your paper, you will be asked to reflect on and demonstrate familiarity with the main arguments of the readings for that week. Additionally, explain any key themes, terms, and concepts from the readings. Lastly, think about the connections between the readings if any exist. Reflection papers should be two to three pages long, double-spaced, using Times New Roman, 12 point font, and one- inch margins.

Final Paper:

Annotations

As a research tool and building block for your final paper, students are required to submit an annotated bibliography listing the paper's thesis statement, and four to five potential sources for in-course and outside readings pertaining to the paper topic. Include three to five sentences about each source. Sources can be culled from academic journals, texts, archives, and media representations. The annotations will be due Week 9.

First Draft and Peer Review

A short three to six page draft of your final paper will be due Week 10 to workshop for peer review with your classmates. The Peer Review will assess your argument, the relevancy of your texts, your support, and your writing style.

Final Papers

The final paper is a research paper, where you will be responsible for constructing your own argument based on a concept or theory in addition to in-course and outside readings. A paper topic will be handed out to further detail the parameters. The paper should be twelve to fifteen pages, double-spaced, Times New Roman, 12 point font, with one-inch margins.

Digital Devices Policy

Use of laptops, tablets, or cellphones will not be permitted in class, unless otherwise noted by instructor for a digital learning activity in advance. We have a limited time together each week, and thus it is important to strive to be present with each other through a focus on the course materials and our classmates. If you are in the midst of an emergency and are expecting an urgent call, please inform me at the start of section.

Email Preference:

When sending an email to preetis@ucla.edu, please write "GS" in the subject line in addition to your subject. I will respond to emails sent by 5pm on the same day; I will respond to any emails sent after

5pm the next day. Please read the course and section syllabus first to see if your answer can be found there.

Academic Integrity Policy:

All students in the course must comply with the University's code of academic integrity, including the serious violations of plagiarism and cheating. For more information on UCLA policies, visit <http://www.library.ucla.edu/bruinsuccess>.

Additional Assistance:

UCLA Writing Programs offers one-on-one writing assistance, especially regarding mechanics (organization, grammar) as well as other support through the Student Writing Center. For more information, please visit: <http://www.wp.ucla.edu/index.php/home/services>. Appointments fill up quickly, so plan ahead.

Additionally, you may be eligible to receive free tutoring through Academic Advancement Program (AAP) Tutorial Services. For more information, please visit: <http://www.aap.ucla.edu>.

If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the hearing impaired), or visit: www.osd.ucla.edu. I am also happy to discuss how I can make section more accessible for you if you live with an illness and/ or any physical, sensory, cognitive, or psychiatric disability, so feel free to meet me with me.

Week 1 Organizing Frameworks: What is Service Work?

- Cameron MacDonald and Marek Korczynski, ed. "Critical Perspectives on Service Work: An Introduction," In *Service Work: Critical Perspectives*. New York: Routledge, 2009, pp. 1-11.

Week 2 Organizing Frameworks: Intimate and Affective Labor

- "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." In *Signs*. 18.1: 1992. pp. 1-43.
- Eileen Boris and Rhacel Parrenas. "Introduction." In *Intimate Labors: Cultures, Technologies, and the Politics of Care*. Ed. Eileen Boris and Rhacel Parrenas. Stanford: Stanford U Press, 2010. pp. 1-11.
- Candacy Taylor, *American Roots: Hairdressers and Beauty Shop Culture in America*, <http://taylormadeculture.com/americanhair/>
- In Class Clips: *Steel Magnolias* (1989).

Week 3 Race, Gender, and Who Can Be Beautiful?

- Naomi Wolf, *Beauty Myth: How Images of Beauty Can Be Used Against Women*, New York: Harper Perennial, 2002, pp. 9-19.
- Rebecca Herzig, "The Hairless Indian: Savagery and Civility Before the Civil War," In *Plucked: A History of Hair Removal*, NY: NYU Press, 2015, pp. 19-31.
- D. Wendy Greene, "A Multidimensional Analysis on What Not to Wear in the Workplace: Hijabs and Natural Hair," In 8 FIU L. Rev. 333 (2013), pp. 333-367.
- In Class Clips: *Good Hair* (2009).

Week 4: Body Work: Who is Doing the Work?

- Marek Korzynski, "Touching Moments: An Analysis of Skillful Search for Dignity within Body Work Interactions," In *Body/ Sex/ Work*, eds. Carol Wolkowitz, et. al, Palgrave Macmillan, 2013. pps. 28-42.
- Kristen Barber, "The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon," In *Gender & Society*, 22.4 (2008), pps. 455-478.
- Milian Kang, "Introduction: Manicuring Work," In *Managed Hand: Race, Gender, and Beauty Service Work*, Berkeley: UC Press, 2010, pps. 1-31.
- **One Reflection Paper Must Be Submitted By This Date.**

Week 5: Segregation and the Barbershop

- Quincy Mills, "Bigger than a Hair Cut: Desegregation and the Black Barbershop," and "Race, Regulation and the Modern Barbershop," In *Cutting Along the Color Line: Black Barbers and Barbershops in America*, pps. 108-144; 187-215.
- Melissa Harris Perry, "Truth and Soul: Black Talk in the Barbershop" In *Barbershops, Bibles, and BET: Everyday Talk and Black Political Thought*, New Jersey: Princeton U Press, 2005, pps. 162-203.
- Bryant Keith Alexander, "Fading, Twisting, and Weaving: An Interpretive Ethnography of the Black Barbershop/Salon as Cultural Space" in *Performing Black Masculinity: Race, Culture, and Queer Identity*. Lanham: Rowman and Littlefield Press, pp. 135-160.
- In Class Clips: *Barbershop* (2002).

Week 6: Beauty Salons and Empowerment

- Kathy Piess, "On Beauty... And the History of Business," In *Gender and Business: Commerce, Gender, and Culture in Modern America*, ed. Philip Cranton NY: Routledge, 2001, pp. 7-22.
- Tiffany Melissa Gill, "I Had My Own Business... So I didn't Have to Worry: Beauty Salons, Beauty Culturists, and the Politics of African American Female Entrepreneurship" In *Gender and Business: Commerce, Gender, and Culture in Modern America*, ed. Philip Cranton NY: Routledge, 2001, pps. 169-194.
- Kimberly Battle-Walters, "Sheila's Shop," In *Sheila's Shop: Working-class African American Women Talk about Life, Love, Race and Hair*. Lanham: Rowman and Littlefield Publishers, 2004, pps. 13-28.
- Nancy Kohen, "Estee Lauder: Self-Definition and the Modern Cosmetics Market," In *Gender and Business: Commerce, Gender, and Culture in Modern America*, ed. Philip Cranton NY: Routledge, 2001, pps. 217-251.
- In Class Clips: *Beauty Shop* (2005).

Week 7: The Neighborhood Nail Salon and Place

- Miliann Kang, "There's No Business Like the Nail Business," and "'I Just Put Koreans and Nails Together' Nail Spas and the Model Minority," In *Managed Hand: Race, Gender, and Beauty Service Work*, Berkeley: UC Press, 2010, pp. 32-56, 133-165.

Week 8: Hair Removal

- Rebecca Herzig, “Unshaven: ‘Arm-pit Feminists and Women’s Liberation,’ and “Cleaning the Basement: Labor, Pornography, and Brazilian Waxing,” In *Plucked: A History of Hair Removal*, NY: NYU Press, 2015, pp. 115-134; pp. 135-152.
- Sabah Choudhry, “I was a Hairy Brown Girl; There was Nothing Wrong with Me Then and There is Nothing Wrong with Me Now,” From <http://www.xojane.com/issues/i-was-a-hairy-brown-girlthere-was-nothing-wrong-with-me-then-and-there-is-nothing-wrong-with-me-now>.
- In Class Clips: *Raising Eyebrows* (2010).
- **A Second Reflection Paper Must Be Submitted By This Date.**

Week 9: Organizing Health and Safety

- Thu Quach, Anuja Mendiratta, Lisa Fu, Jamie Silberberger, Julia Liou, Nancy Chung, Amanda Allen, Peggy Reynolds, and Alexander Gorman Scranton, *Framing a Proactive Research Agenda to Advance Worker Health and Safety in the Nail Salon and Cosmetology Industries*, CHNSC, 2010. From http://www.cahealthynailsalons.org/wp-content/uploads/2010/07/Framing_A_Research_Agenda.pdf, pps. 1-42.
- Alexander Scranton, *Beauty and Its Beast: Unmasking the Impacts of Toxic Chemicals on Salon Workers*, Women’s Voices, November 2014, From <http://www.womensvoices.org/wp-content/uploads/2014/11/Beauty-and-Its-Beast.pdf>, pps. 1-26.
- Alice Kessler Harris, “Treating the Male as ‘Other’: Redefining the History of Parameters of Labor History,” In *Gendering Labor History*, Chicago: U Illinois Press, 2007, pps. 145-157.
- Guest Speaker: *Lisa Fu, California Health Nail Salon Collaborative.*
- **Annotated Bibliography Due Today.**

Week 10: Biopolitics and Transnational Beauty Service

- Mimi Thi Nguyen, “The Biopower of Beauty: Humanitarian Imperialisms and Global Feminisms in the War on Terror.” In *Signs: Journal of Women in Culture and Society* 26.2 (2011): 359-383.
- Rebecca Herzig, “The Next Frontier: Genetic Enhancement and the End of Hair,” In *Plucked: A History of Hair Removal*, NY: NYU Press, 2015, pp. 171-186.
- **First Paper Draft Due and Peer Review Workshop Today.**

Finals Week:

- **Final Paper Due via Turnitin.**



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New Course Proposal

Gender Studies 98T

From the Barbershop to the Beauty Salon: Critical Perspectives on Beauty Service Work and Affective Economies in the U.S.

Course Number Gender Studies 98T

Title From the Barbershop to the Beauty Salon: Critical Perspectives on Beauty Service Work and Affective Economies in the U.S.

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description While barbershops and salons are on every corner, little considers who works there, the worker-customer relationship, and how salons represent "work" today. This course will interrogate the intimate labor relations of race, class, gender, and social processes at the salon.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Sharma_Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Grace Hong is the faculty mentor for this course

Grading Structure 15% participation; 5% discussion question posts; 30% reflection papers; 10% annotations; 10% first draft and peer review; 30% final paper

Effective Date Winter 2016

Discontinue Date Summer 1 2016

<u>Instructor</u>	Name	Title
	Preeti Sharma	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Gender Studies

<u>Contact</u>	Name	E-mail
	MICHELLE CHEN	mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: FEC Chair or Designee - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 6/26/2015 2:31:10 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair of the CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 6/26/2015 11:06:33 AM

Comments: Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045