



# UNIVERSITY OF CALGARY

**Department of Sociology**

**SOC 403-02**

**Gender and Care Work**

**Fall 2017**

**MWF 10am-10:50am, SS 541**

## **Instructor Information**

Instructor:	Naomi Lightman
Email address:	<a href="mailto:naomi.lightman@ucalgary.ca">naomi.lightman@ucalgary.ca</a>
Office hours:	Mondays 11am-12noon, or by appointment
Office location:	928
Course web site:	D2L

## **Course Description**

Who does the work of care and why? How is this work valued in society? What is the relationship between paid and unpaid care work? What are the key challenges and opportunities which women experience when performing care work in Canada and beyond? These questions will structure our analysis of the sociology of gender and care work.

Typically, care work is conceptualized as entailing face-to-face human interactions between providers and recipients that develop or maintain the capabilities of the recipient. It encompasses low status work primarily in health, child and eldercare. Part I of this class will focus on conceptualizing care work, from past to present: we will examine some of the formative theories on how and why people perform paid and unpaid care, analyse care work in historical and Canadian context, examine the “wages for housework” movement, and consider divergent valuations of care. Part II will focus on specific issues and trends in paid care employment. We will analyze how care work is organized and reimbursed in different countries, evaluate the rise of “global care chains”, examine the strengths and weaknesses of Canada’s Live-In Caregiver Program, and analyse the policy implications of the care industry at the micro and macro levels.

## Prerequisites and Notes

**Prerequisites:** Sociology 303 and 313; or consent of the Sociology Department.

**Notes:** Sociology 331 and 333 are recommended as prerequisites. May be used for credit toward the concentration in Gender, Family and Work a maximum of twice.

## Learning Outcomes

At the end of this course students will be able to:

- **identify** key stances within the major theoretical and empirical debates in the sociology of gender and care, and the major researchers associated with them;
- **explain** how these positions relate to each other;
- **apply** their knowledge to analyses and critiques of contemporary developments in paid and unpaid care, both in Canada and in international comparative context; and
- **articulate** their own, theoretically grounded opinions about contemporary developments related to issues covered in the course.

## Reading Materials

Readings have been selected to enhance your knowledge and understanding of the key issues covered in the course. We will draw on the readings in the lectures, in our discussions and in the assignments for this course. It is therefore important to complete the required readings each week. Knowledge of required readings will be evaluated and graded as part of tests and assignments, as well as the participation grade. Students are expected to have done the required readings *by the beginning of Monday's class* for each week as per the course schedule.

There is no required textbook for this course.

## Evaluation Components and Grading Policies

Type	Description	Date(s) Due	Weight
In-class test (x2)	In-class test (x2)	October 6 and November 3, 2017	30% (2 x 15%)
Take-home assignment	Position Paper	October 13, 2017	15%
Take-home assignment	Critical essay based on assigned readings and external sources	December 6, 2017.	35%
Group Presentation	Group Presentation connecting current events to weekly readings	TBA	10%
Participation	Regular participation in class conversations, debates, etc.	N/A	10%
Total			100%

## **Grading**

### **1. In-Class Tests (2 x 15% = 30%)**

Two short in-class tests will take place on **October 6<sup>th</sup> and November 3<sup>rd</sup>**. Each will last fifty minutes. Each test will consist of short answer questions with limited choice (you will select 5 out of 7 concepts to define and explain, providing examples). Each test will cover readings, lectures, and discussions from the course. Books, notes, and reading materials may not be consulted during the in-class tests.

Make-up tests will only be available for students who provide official documentation explaining their absence. The dates will be determined in consultation with the instructor.

### **2. Position Paper (15%)**

For the position paper assignment, you will be asked to take a position *for or against* the “Wages for Housework” movement and make a persuasive argument. You will draw on the course readings, notes and external sources (max. 4 pages, double-spaced, excluding bibliography). Details on the content and structure of the assignment will be discussed in class and posted to D2L. The assignment is due on **October 13<sup>th</sup>**. It is to be submitted on D2L by MIDNIGHT.

### **3. Critical Essay Assignment (35%)**

In this assignment, you will be asked to draw on the course readings, notes and external academic sources to complete a critical essay assignment on gender and care work in a country or province of your choosing, selecting one of three topic options (8-10 pages, double-spaced, excluding bibliography). Details on the content and structure of the assignment will be discussed in class and posted to D2L. The assignment is due on **December 6<sup>th</sup>, 2017**. It is to be submitted on D2L by MIDNIGHT.

### **4. Group Presentation (10%)**

You will be required do a 15-minute presentation on a **contemporary issue/event** related to gender and care work (paid or unpaid). You will do this in a group of 2-3 students. There will be one group presenting almost every week on Friday. In these presentations, you are asked to clearly state the issue/event; tie it in with topics being explored in the course on the particular week of your presentation or what has been covered before; and pose questions that will lead to active in-class discussion. In order to complete this assignment, you will have to keep a watchful eye on the news. The current event can be international, national, or local in nature. A sign-up sheet is posted on D2L and each student must sign-up for a presentation. The presentations will be graded Pass/Fail. This is an opportunity to practice your presentation skills as well as to develop your ability to accommodate and effectively work with others.

### **5. Participation (10%)**

As this is a 400-level course thoughtful participation is expected on a regular basis. Participation will allow the instructor to ensure that students have read and understood the course materials.

## **Class Format**

The class format mixes formal lectures with interactive question and answer sessions and small group exercises. Students are expected to attend class, arrive on time, take good notes, keep up with assigned readings, and prepare for and participate in classroom discussions. You should expect to be asked questions in class. Students are expected to be respectful of fellow classmates in discussions and lectures at all times.

The lectures are designed to complement and extend the material contained in each session's required readings. They will also contain guidance on tests and assignments. In the event of an absence, it is the responsibility of the students to familiarize themselves with any additional material covered in lectures, as this material may be the subject of the in-class test and final exam. *SeptZ. 22 is the final date to drop this course without financial penalty.* .

## **Course Schedule**

*Please note: Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.*

### **PART 1 – CONCEPTUALIZING THE WORK OF CARE – FROM PAST TO PRESENT**

#### ***Week 1 – Sept. 11, 13, & 15. Introduction: Why Study Gender and Care?***

Note: The first lecture will provide an overview of the course. Students are expected to have read the course syllabus; course policies, assignments and expectations will be reviewed only briefly, on a Q&A basis.

Folbre, N., & Wright, E. O. (2012). Defining Care. In N. Folbre (Ed.), *For Love and Money: Care Provision in the United States* (pp. 1-20). New York, NY: Russell Sage Foundation.  
(PDF posted to D2L)

#### ***Week 2 – Sept. 18, 20, 22 Theorizing Care Work***

Duffy, M. (2005). Reproducing Labor Inequalities: Challenges for Feminists Conceptualizing Care at the Intersections of Gender, Race, and Class. *Gender & Society*, 19(1), 66-82.  
(PDF posted to D2L)

England, P. (2005). Emerging theories of care work. *Annual Review of Sociology*, 381-399.  
(Available at: <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/29737725>)

#### ***Week 3 – Sept. 25, 27, & 29. Unpaid Care: Historical & Contemporary Perspectives***

Jones, J. 2010. "Black Women, Work, and the Family under Slavery." Pp. 92-105 in *Global Perspectives on Gender & Work*, edited by J. Goodman. Plymouth, U.K. : Rowan & Littlefield Publishers, Inc.  
(PDF posted to D2L)

Schwartz Cowan, R. 2010. "Housewifery: Household Work and Household Tools under Pre-Industrial Conditions." Pp. 84-91 in *Global Perspectives on Gender & Work*, edited by J. Goodman. Plymouth, U.K.: Rowman & Littlefield Publishers, Inc.  
(PDF posted to D2L)

Beneria, L. (1999). The enduring debate over unpaid labour. *International Labour Review*, 138(3), 287-309.  
(PDF posted to D2L)

**NOTE: Groups 1 and 2 Present on Sept. 29**

***Week 4 – Oct. 2, 4, & 6. The “Wages for Housework” Debate***

Federici, S. 1974. “Wages against housework.”  
(PDF posted to D2L)

Fairbairns, Z. 1988. “Wages for housework.”  
(Available at: <https://newint.org/features/1988/03/05/wages/>)

Ellen, B. March 8 2014. “Paid housework? No one will clean up from that idea.” *The Guardian*.  
(Available at: <https://www.theguardian.com/commentisfree/2014/mar/08/paying-for-housework-domestic-women-men>)

New York Times, 2014. “Wages for housework.” (Read all four debaters’ short persuasive essays)  
(Available at <http://www.nytimes.com/roomfordebate/2014/09/09/wages-for-housework>)

**NOTE: In-class Test #1 will be held on Friday.**

***Week 5 –October 11, & 13 (NO CLASS MONDAY). Heteronormativity and Care.***

Bergeron, S. (2009). An interpretive analytics to move caring labor off the straight path. *Frontiers: A Journal of Women Studies*, 30(1), 55-64.  
(Available at: <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/40388707>)

**NOTE: POSITION PAPER IS DUE ONLINE THROUGH D2L BY MIDNIGHT ON FRIDAY.**

***Week 6 – Oct. 16, 18, & 20, Care in Canada***

Langford, T. October 1 2016. “It takes a village: The case for universal childcare.” *Albertaviews*.  
(Available at: <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=117897102&site=ehost-live>)

Mackenzie, P., Brown, L., Callahan, M., & Whittington, B. 2011. "Spinning the

Family Web: Grandparents Raising Grandchildren in Canada." Pp. 193-214 in *Valuing Care Work: Comparative Perspectives*, edited by C. Benoit and H. Hallgrimsdottir. Toronto: University of Toronto Press.

(Available at: <http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4672732>)

**NOTE: Groups 3 and 4 Present on Oct. 20**

## **PART II: PAID CARE EMPLOYMENT – ISSUES AND TRENDS**

### ***Week 7 – Oct. 23, 25 & 27. The Business of Caring***

Anderson, N., & Hughes, K. D. (2010). The Business of Caring: Women's Self-Employment and the Marketization of Care. *Gender, Work & Organization*, 17(4), 381-405.

(Available at:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bsu&AN=51516211&site=ehost-live>)

Martin-Matthews, A., & Joanie Sims-Gould, J. 2011. "My Home, Your Work, Our Relationship: Elderly Clients' Experiences of Home Care Services." Pp. 107-24 in *Valuing Care Work: Comparative Perspectives*, edited by C. Benoit and H. Hallgrimsdottir. Toronto: University of Toronto Press.

(Available at: <http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4672732>)

**NOTE: Groups 5 and 6 Present on Oct. 27**

### ***Week 8 – Oct. 30, Nov. 1, & 3. The Globalization of Care.***

Parreñas, R. S. (2001). Mothering from a distance: Emotions, gender, and intergenerational relations in Filipino transnational families. *Feminist studies*, 27(2), 361-390.

(Available at: <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3178765>)

Um, S. 2013. "The Migration of Asian Women for Elder Care: Governing the Movement of Carers to South Korea." *Transnational Social Review* 3(2):155-72.

(PDF posted to D2L)

**NOTE: In-class Test #2 will be held on Friday.**

### ***Week 9 – Nov. 6 & 8 (NO CLASS FRIDAY). Canada's Live-In Caregiver Program***

Hodge, J. (2006). "Unskilled Labour": Canada's Live-in Caregiver Program. *Undercurrent*, 3(2), 60-66.

(Available at:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=23674733&site=ehost-live>)

Tungohan, E., Banerjee, R., Chu, W., Cleto, P., de Leon, C., Garcia, M., . . . Sorio, C. (2015). "After the Live-In Caregiver Program: Filipina Caregivers' Experiences of Graduated and Uneven Citizenship." *Canadian Ethnic Studies*, 47(1), 87-105.  
(Available at:  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=101630731&site=ehost-live>)

**Week 10 – Nov. 15 & 17. (NO CLASS MONDAY) Care Work in International Comparative Perspective**

Lightman, N. (2016). Discounted Labour? Disaggregating Care Work in Comparative Perspective. *International Labour Review*. doi:10.1111/ilr.12001  
(PDF posted to D2L)

Williams, F. (2012). Converging variations in migrant care work in Europe. *Journal of European Social Policy*, 22(4), 363-376.  
(PDF posted to D2L)

**Week 11 – Nov. 20, 22, & 24. The Care Policy Landscape**

Um, S., & Lightman, N. (July 2016). "Ensuring Healthy Aging for All: Home Care Access for Diverse Senior Populations in the GTA." *Wellesley Institute*.  
(Available at: [http://www.wellesleyinstitute.com/wp-content/uploads/2016/07/Ensuring-Healthy-Aging-For-All\\_Wellesley-Institute.pdf](http://www.wellesleyinstitute.com/wp-content/uploads/2016/07/Ensuring-Healthy-Aging-For-All_Wellesley-Institute.pdf))

Torjman, S. May 2015. "Policies in Support of Caregivers." *Renewing Canada's Social Architecture*.  
(Available at: <http://social-architecture.ca/wp-content/uploads/PoliciesInSupportOfCaregivers.pdf>)

**NOTE: Groups 7 and 8 Present on Nov. 24**

**Week 12 – Nov. 27, 29, & Dec. 1. A Care Research Agenda**

Nakano Glenn, Evelyn. 2000. Creating a Caring Society. *Contemporary sociology* 29(1):84-94.  
(Available at: <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2654934>)

Lightman, E., & Lightman, N. 2017. "On to the Future." Pp. 313-325 in *Social Policy in Canada, 2<sup>nd</sup> Edition*. Toronto: Oxford University Press.  
(PDF posted to D2L)

**NOTE: Groups 9 and 10 Present on Dec. 1**

**Week 13 – Dec. 4, 6, & 8. Review and Wrapping Up.**

**NOTE: Groups 11 and 12 Present on Dec. 4**

**NOTE: Group 13 Presents on Dec. 6**

**NOTE: CRITICAL ESSAY IS DUE ONLINE THROUGH D2L BY MIDNIGHT ON DECEMBER 6<sup>th</sup>.**

### **Late Assignment Policy**

Unless specific accommodations are made, students will receive a late penalty of 5% per day (weekends count as 2 days) for all assignments/essays that are handed in late.

### **Grade Reappraisal**

Within two weeks of the date the test/assignment is returned, students seeking reappraisal of tests or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

### **Email**

Feel free to contact me over email at any time. Please put your course number in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within two business days. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or tests. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss in depth. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

### **Handing in Papers, Assignments**

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to me.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.



## **Ethics Research**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## **Academic Misconduct**

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

## **Deferrals**

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It’s available at [https://www.ucalgary.ca/registrar/files/registrar/deferred\\_termwork15\\_0.pdf](https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf)

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

## **Student Representation**

The 2017-18 Students' Union VP Academic is Tina Miller ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

## **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Professional Faculties – Food Court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

## **Safewalk**

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

## **Academic Accommodation**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## **Classroom Etiquette**

Students are expected to arrive at class on time. Laptop usage is allowed in class, but should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student being required to turn off the laptop.

- Videotaping and recording lectures is strictly forbidden without written permission from the instructor.