COURSE TITLE: Topics in Gender Relations: Gender and Care Work

<table>
<thead>
<tr>
<th>Course Number</th>
<th>SOCI 403.12</th>
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</thead>
<tbody>
<tr>
<td>Pre/Co-Requisites</td>
<td>SOCI 303 and SOCI 313</td>
</tr>
<tr>
<td>Instructor Name</td>
<td>Naomi Lightman</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Naomi.lightman@ucalgary.ca">Naomi.lightman@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Instructor Email Policy: Feel free to contact me over email at any time. **Please put your course number and section 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 exams. 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. 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.

<table>
<thead>
<tr>
<th>Office Location</th>
<th>SS928</th>
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<tbody>
<tr>
<td>Office Hours</td>
<td>Wednesday 9:30-10:30am</td>
</tr>
<tr>
<td>Class Dates</td>
<td>MWF</td>
</tr>
<tr>
<td>Class Times</td>
<td>11am-11:50am</td>
</tr>
<tr>
<td>Class Location</td>
<td>ES 920</td>
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</tbody>
</table>
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: we will examine some of the formative theories on how and why people perform paid and unpaid care, analyse care work in the 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 Caregiver Program, and analyse the policy implications of the care industry at the micro and macro levels.

Course Objectives/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.

Required Textbooks, Readings, Materials, Electronic Resources

Readings and electronic resources 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 and media 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.

Schedule of Lectures and Readings

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

Week 1 – Jan. 13-17. 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.


Week 2 – Jan. 20- 24. Theorizing Care Work


Week 3 – Jan. 27- 31. Care Work and Job Satisfaction


NOTE: Groups 1 and 2 Present on Jan. 31

Week 4 – Feb. 3-7. 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)


NOTE: In-class Test #1 will be held on Friday Feb. 7.


NOTE: POSITION PAPER IS DUE ONLINE THROUGH D2L BY MIDNIGHT ON FRIDAY Feb. 14.

Week 6 – Feb. 24-28. Care in Canada

Langford, T. October 1 2016. “It takes a village: The case for universal childcare.” Albertaviews. (Available at: https://albertaviews.ca/it-takes-a-village/)


NOTE: Groups 3 and 4 Present on Feb. 28

PART II: PAID CARE EMPLOYMENT – ISSUES AND TRENDS

Week 7 – March 2- 6. The Business of Caring


NOTE: Groups 5 and 6 Present on March 6.

**Week 8 – March 9-13. The Globalization of Care.**


(Available at https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/21931674.2013.10820762)

**NOTE: In-class Test #2 will be held on Friday March 13.**

**Week 9 – March 16-20. Canada’s Caregiver Program**


(Available at: http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/detail/detail?vid=0&sid=8d0c7277-0b4e-48c4-9bfc-e541bb3aa918%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=23942486&db=rch)


**Week 10 – March 23-27. The Shape of Care: A Podcast about Caregiving (Podcast)**

Homophobia in Elder Care (Episode 6).

(Available at: https://podcasts.apple.com/us/podcast/the-shape-of-care/id1482065046)

TBD (class will select an additional podcast episode to listen to).

**NOTE: Groups 7 and 8 Present on March 27.**

**Week 11 – March 30- April 3. The Care Policy Landscape**


**NOTE: Groups 9 and 10 Present on April 3.**

**Week 12 – April 6-8. A Care Research Agenda (no class Friday)**


**Week 13 – April 15. Review and Wrapping Up. (no class Monday)**

**NOTE: Group 11 and 12 Present on April 15.**

**NOTE: CRITICAL ESSAY IS DUE ONLINE THROUGH D2L BY MIDNIGHT ON April 15.**

**Methods of Assessment and Grading Weights**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Date(s) Due</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test (x2)</td>
<td>In-class test (x2)</td>
<td>February 7 and March 13, 2020</td>
<td>30% (2 x 15%)</td>
</tr>
<tr>
<td>Take-home assignment</td>
<td>Position Paper</td>
<td>February 14, 2020</td>
<td>15%</td>
</tr>
<tr>
<td>Take-home assignment</td>
<td>Critical essay based on assigned readings and external sources</td>
<td>April 15, 2020</td>
<td>35%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>Group Presentation connecting current events to weekly readings</td>
<td>TBA</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>Regular participation in class conversations, debates, etc.</td>
<td>N/A</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
**Graded Components**

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

Two short in-class tests will take place on February 7th and March 13th. Each will last fifty minutes. Each test will consist of short answer questions/definitions with limited choice. 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.

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 February 14th. It is to be submitted on D2L by 11:59pm.

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. Those students who wish to do so may work in pairs for this assignment (with a longer page limit). The assignment is due on April 15. It is to be submitted on D2L by 11:59pm.

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

You will be required to 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 most weeks 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 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 tests.

**Final Exam Information**

There is no final exam for this course.

**Grading Scale**

Letter grades will be assigned and submitted to the registrar based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent range</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96 – 100%</td>
<td>4.0</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>A</td>
<td>90 – 95.99%</td>
<td>4.0</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>A-</td>
<td>85 – 89.99%</td>
<td>3.7</td>
<td>Approaching excellent performance</td>
</tr>
<tr>
<td>B+</td>
<td>80 – 84.99%</td>
<td>3.3</td>
<td>Exceeding good performance</td>
</tr>
<tr>
<td>B</td>
<td>75 – 79.99%</td>
<td>3.0</td>
<td>Good performance</td>
</tr>
<tr>
<td>B-</td>
<td>70 – 74.99%</td>
<td>2.7</td>
<td>Approaching good performance</td>
</tr>
<tr>
<td>C+</td>
<td>67 – 69.99%</td>
<td>2.3</td>
<td>Exceeding satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>63 – 66.99%</td>
<td>2.0</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>C-</td>
<td>59 – 62.99%</td>
<td>1.7</td>
<td>Approaching satisfactory performance</td>
</tr>
<tr>
<td>D+</td>
<td>55 – 58.99%</td>
<td>1.3</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>D</td>
<td>50 – 54.99%</td>
<td>1.0</td>
<td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;50%</td>
<td>0</td>
<td>Failure. Did not meet course requirements.</td>
</tr>
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**Grade Reappraisal**

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to their teaching assistant explaining the
basis for reconsideration of their mark. The TA 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. If the matter is not resolved at this point, the same
procedure will be followed with the professor.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please
   speak directly to your instructor.

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 can provide the instructor with a
stamped, self-addressed envelope to be used for the return of the assignment. Private
information related to the individual student is treated with the utmost regard by the faculty at
the University of Calgary

3. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

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.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material
Protected by Copyright ([https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-
protected-by-copyright.pdf](https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-
protected-by-copyright.pdf)) and requirements of the Copyright Act ([https://laws-
lois.justice.gc.ca/eng/acts/C-42/index.html](https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)) to ensure they are aware of the consequences of
unauthorized sharing of course materials (including instructor notes, electronic versions of
textbooks etc.). Students who use material protected by copyright in violation of this policy may be
disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes,
labs, case studies, assignments and exams) remain the intellectual property of the professor(s).
These materials may NOT be reproduced, redistributed or copied without the explicit consent of the
professor. The posting of course materials to third party websites such as note-sharing sites without
permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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.html

Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see https://www.ucalgary.ca/pubs/calendar/current/m-1.html

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://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/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).

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

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

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, https://www.ucalgary.ca/wellness-services/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support
Staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: https://www.ucalgary.ca/student-services/student-success

Student Ombuds Office
The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information
The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: https://www.su.ucalgary.ca.

Emergency Evacuation/Assembly Points
Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary’s Emergency Management website:

Safewalk
Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.