



UNIVERSITY OF CALGARY

Summer 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Topics in Gender Relations: Gender and Care Work			
Course Number	403		
Pre/Co-Requisites	Sociology 303 and 313.		
Instructor Name	Sepideh Borzoo	Email	Sepideh.borzoo@ucalgary.ca
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. Emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. 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.		
Office Location	Zoom	Office Hours	Tuesday and Thursday 4pm -5 pm
Telephone No.	N/A		
TA Name	Saemi Park	TA Email	saemi.park@ucalgary.ca
TA Office Location	N/A	TA Office Hours	
Class Dates	Tuesdays and Thursdays		
Class Times	13:00-15:45		
Class Location	Online		

Course Description

This course explores the work of care, who does this work and how it is valued in society. Care work is conceptualized as entailing face-to-face human interactions between providers and recipients and also low status work primarily in the service industry, health, child and eldercare. 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 through an intersectional lens, and consider the influence of globalization on immigration and valuations of care.

Course Objectives/Learning Outcomes

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

- identify key concepts and debates within 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

- articulate their own, theoretically grounded opinions about contemporary developments related to issues covered in the course.

Course Format

This course will be synchronous via Zoom. Unless otherwise instructed, we will meet via Zoom on Tuesdays and Thursdays at 1:00pm to 3:45 pm for lectures and in-class activities/discussions.

Learning Resources

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone.

Learning Technologies and Requirements

For example:

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

*** For online, remote or blended courses:**

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- A current and updated web browser;
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- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Schedule of Lectures and Readings

Date	Topic
June 29	Introduction: why gender and care
July 1	No class
July 6	Theorizing Gender and Care Work

	<p>England, Paula. 2005. Emerging theories of care work. <i>Annual Review of Sociology</i>, 381-399. (Available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&d)</p> <p>Folbre, Nancy., and Erik Olin Wright. 2012. Defining Care. In N. Folbre (Ed.), <i>For Love and Money: Care Provision in the United States</i> (pp. 1-20). NY: Russell Sage Foundation. (Posted on D2L)</p>
July 8	<p style="text-align: center;">Theorizing gender, Race, and Care Work</p> <p>Duffy, Mignon. 2005. Reproducing labor inequalities: Challenges for feminists conceptualizing care at the intersections of gender, race, and class. <i>Gender & Society</i>, 19(1), 66-82. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0891243204269499</p> <p>Duffy, Mignon. 2001. Making Care Count. Rutgers University Press, 2011. Chapter 1 (conceptualizing care) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=816479</p>
July 13	<p style="text-align: center;">Historical Perspective on Care</p> <p>Meyer, Madonna Harrington, ed. <i>Care work: Gender, labor, and the welfare state</i>. Routledge, 2002. Part 1, chapter 2. (Posted on D2L)</p> <p>Meyer, Madonna Harrington, ed. <i>Care work: Gender, labor, and the welfare state</i>. Routledge, 2002. Part 1, chapter 3. (posted on D2L)</p>
July 15	<p style="text-align: center;">Historical Perspective on Care: Gender, Race, and Class</p> <p>Glenn, Evelyn Nakano. 1992. "From servitude to service work: Historical continuities in the racial division of paid reproductive labor." <i>Signs: Journal of women in culture and society</i> 18.1 (1992): 1-43. https://www-journals-uchicago-edu.ezproxy.lib.ucalgary.ca/doi/pdfplus/10.1086%2F494777</p> <p>Duffy, Mignon. "Doing the dirty work: Gender, race, and reproductive labor in historical perspective." <i>Gender & Society</i> 21.3 (2007): 313-336. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0891243207300764</p>

July 20	<p style="text-align: center;">Unpaid Care</p> <p>DeVault, Marjorie L. 1999. "Comfort and struggle: Emotion work in family life." The ANNALS of the American Academy of political and Social Science 561 (1): 52-63. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/000271629956100104</p> <p>Mackenzie, Patricia, et al. 2017. "Spinning the Family Web: Grandparents Raising Grandchildren in Canada." <i>Valuing Care Work</i>. University of Toronto Press. Pp.193-212. (posted on D2L)</p>
July 22	No class- Reflection Paper
July 27	<p style="text-align: center;">Paid Care Work in Informal and Formal Market</p> <p>Banerjee, Pallavi. 2013. "Paradoxes of patriarchy: Contradicting experiences of South Asian women in ethnic labor markets." <i>Immigrant women workers in the neoliberal age</i>. 8(1): 96-116. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=3414284</p> <p>Hochschild, Arlie Russell. 2012. "6. Feeling Management: From Private to Commercial Uses." <i>The Managed Heart</i>. University of California Press. Pp. 89-136. (Posted on D2L)</p>
July 29	<p>Kang, Miliann. 2003."The managed hand: The commercialization of bodies and emotions in Korean immigrant–owned nail salons." <i>Gender & Society</i> 17(1): 820-839. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0891243203257632</p> <p>Adib, Amel, and Yvonne Guerrier. 2003. "The interlocking of gender with nationality, race, ethnicity and class: The narratives of women in hotel work." <i>Gender, Work & Organization</i> 10(4): 413-432. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1111/1468-0432.00204</p>
August 3	<p style="text-align: center;">Globalization of Care</p> <p>Parreñas, R. S. (2001). Mothering from a distance: Emotions, gender, and intergenerational relations in Filipino transnational families. <i>Feminist studies</i>, 27(2), 361-390. (Available at: http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3178765)</p> <p>Parreñas, Rhacel Salazar. "Migrant Filipina domestic workers and the international division of reproductive labor." <i>Gender & Society</i> 14.4 (2000): 560-580.</p>

	https://genderpolicyreport.umn.edu/the-feminization-of-carework/
August 5	Um, S. 2013. "The Migration of Asian Women for Elder Care: Governing the Movement of Carers to South Korea." <i>Transnational Social Review</i> 3(2):155-72. (PDF posted to D2L)
August 10	<p style="text-align: center;">Job satisfaction</p> <p>Lightman, Naomi, and Anthony Kevins. 2019. "Bonus or Burden? Care Work, Inequality, and Job Satisfaction in Eighteen European Countries." <i>European Sociological Review</i>.</p> <p style="text-align: center;">Conclusion</p>
August 16	Final research project

Methods of Assessment and Grading Weights

Type	Date due	Weight
Position paper	due July 9 th 11:59pm	25%
Reflection papers	Reflection paper1 due July 15 th	15%
	Reflection paper 2 due July 22 nd 11:59pm	15%
Final research project (topic and main goals)	August 5 th 11:59 pm	5%
Final research project	<i>August 16th 11:59</i>	35%
Group activities in the class		5%

Position paper:

For the position paper assignment, you will be asked to take a position for or against one of the five theoretical framework that Paula England used to conceptualize care work 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.

This paper is due: July 9th 11:59 pm

Reflection Papers (2 worth 15% each):

Over the course of the semester, you will write 2 brief reflection papers (maximum 3 double-spaced pages) responding to provided prompts/questions based on the readings and/or in class activities. A good reflection paper is not merely a summary of the readings or activity, but rather a commentary on/analysis of the argument, data, conclusions, policy implications, theoretical approach, connection to other course readings, etc.

Due Dates:

Reflection paper 1 due July 15th 11:59pm

Reflection paper 2 du July 22nd 11:59pm

Research Project Topic & Thesis (5%):

Students will submit a short summary of the topic of their final research project along with a thesis statement. You will choose a topic on gender and care work, write your research objectives and the reason why you think that topic is important to study.

Due August 5th 11:59 pm

Final Research Project (30%):

The details about this will be posted on D2L.

Due August 16th 11:59pm

Note on Collaboration

All assignments are to be completed and submitted individually. Students are allowed to discuss topics, approaches to papers, and share suggestions of where to find relevant material. Time may be provided in class for students to discuss paper topics. However, your assignment should be original work, completed individually. See below for information on plagiarism.

Final Exam Information

There will be no final exam for this course.

Grading Scale

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

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

Absences and Deferrals

Students who miss submission deadlines for assignments should inform the instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor 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.

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 can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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 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.

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.

Guidelines for Zoom Sessions (if applicable) (otherwise, delete this section)

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect. When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

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 Conjoint Faculties Research Ethics Board. 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/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the Copyright Act (<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.

Recording of Lectures

The audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the [Student Non-Academic Misconduct Policy and Procedure](#).

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC [Student Non-Academic Misconduct Policy](#).

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>

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. Please refer to the [policy on Student Accommodations](#). Students needing

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

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

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:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

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.