



UNIVERSITY OF CALGARY

Updated: Winter 2020 - as of March 17, 2020

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	SOC 403.12		
Pre/Co-Requisites	SOC 303 and SOC 313		
Instructor Name	Naomi Lightman	Email	Naomi.lightman@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. 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.		
Office Location	SS928	Online Office Hours	MWF 11am-11:50am (on D2L chat room)

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.

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 – Jan. 20- 24. 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.
(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0891243204269499>)

Glenn, E. N. (1992) From servitude to service work: Historical continuities in the racial division of paid reproductive labour. *Signs: Journal of Women in Culture and Society*, 18(1), 1-43.
(Available at <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=9302050810&site=ehost-live0>)

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

England, P. (2005). Emerging theories of care work. *Annual Review of Sociology*, 381-399.
(Available at: <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17647360&site=ehost-live>)

Lightman, N. & Kevins, A. (2019) Bonus or Burden? Care Work, Inequality, and Job Satisfaction in Eighteen European Countries. *European Sociological Review*.
(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/esr/jcz032>).

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>)

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 Feb. 7.

Week 5 –Feb. 10-14. Care, Violence and Emotional Labour.

Kelly, K. (2017). Care and violence through the lens of personal support workers. *International Journal of Care and Caring* 1(1), 97-113.
(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0891243203257632>)

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

Week 6 – Feb. 24-28. Care in Canada

Calliste, A. (1993). Women of exceptional merit: Immigration of Caribbean nurses to Canada. *Canadian Journal of Women and the Law*, 6(85), 85-102.
(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=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=23942486&db=rch>)

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 <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4672732&ppg=204>)

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

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: <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1468-0432.2009.00461.x>)

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: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4672732&ppg=118>)

NOTE: Groups 5 and 6 Present on March 6.

Week 8 – March 9-13. 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://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=5098889&site=ehost-live>)

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.

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

NOTE: In-class Test #2 was cancelled.

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

Langford, T. October 1 2016. "It takes a village: The case for universal childcare." *Albertaviews*.

(Available at: <https://albertaviews.ca/it-takes-a-village/>)

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=ulh&AN=101630731&site=ehost-live>)

Week 10 – March 23-27. Catching Up: Intersectionality in Care.

Kang, M. (2003). The Managed Hand: The commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons. *Gender and Society* 17(6), 820-839.

(Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0891243203257632>)

NOTE: Groups 7 and 8 must post online group presentations by midnight on March 27 on D2L.

Week 11 –March 30- April 3. 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)

Torjman, S. May 2015. "Policies in Support of Caregivers." *Renewing Canada's Social Architecture*.

(Available at: <https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/246603>)

NOTE: Groups 9 and 10 must post online group presentations by midnight on April 3 on D2L.

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

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, 2nd Edition*. Toronto: Oxford University Press.
(PDF posted to D2L)

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

NOTE: Group 11 and 12 must post online group presentations by midnight on April 15 on D2L.

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

Methods of Assessment and Grading Weights

Type	Description	Date Due	Weight
In-class test (x1)	In-class test (x1)	February 7, 2020	18%
Take-home assignment	Position Paper	February 14, 2020	18%
Take-home assignment	Critical essay based on assigned readings and external sources	April 15, 2020	42%
Group Presentation	Group Presentation connecting current events to weekly readings	TBA	12%
Participation	Regular participation in class conversations, debates, etc.	N/A	10%
Total			100%

Graded Components

1. In-Class Test

One short in-class tests will take place on February 7th. It will last fifty minutes. The test consists of short answer questions/definitions with limited choice. The 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

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

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 of 12-15 pages). The assignment is due on April 15. It is to be submitted on D2L by 11:59pm.

4. Group Presentation

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 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.

*Note: For those with presentations schedule after March 17 → Each group will need to post a powerpoint WITH audio in place of the in-class presentation (same timelines apply). If you wish to do your presentation alone rather than in a group that is fine, but each person must be part of a presentation. Please post this in the appropriate folder on D2L.

5. Participation

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.

*Note: participation will be evaluated for the in-class portion of the course. Those who wish to do a additional written assignment to improve their participation grade should contact the instructor before April 15.

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.

*Note: As of March 17 2020 during course time I will be holding online office hours through the Chat function on D2L. I have created a room named 'Online Office Hours' which you can enter to chat with me about any questions or concerns about the course [from 11-11:50](#) MWF.

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:

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.

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>) 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.

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:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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:

<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.