

IDS 2935: Love's Labor's Lost? The History and Politics of Care and Caregiving

Quest 2

I. General Information

Class Meetings

- Fall 2025
- In-person, 35 students
- Tuesday, Periods 5-6 (11:45-1:40pm in Matherly 0116 and Thursday, Periods 6 (12:50-1:40pm in Antevy Hall 0213)

Instructor

- Dr. Meg Weeks, Assistant Professor, Center for Latin American Studies
- Grinter 378
- Office hours: 2:30-4:30pm on Tuesdays and Thursdays or by appointment
- weeksm@ufl.edu

Course Description

Introduction to the history and politics of care in the modern era. Explores eldercare, childcare, cleaning, food preparation, sex work, and other intimate labors. Designed to equip students with critical thinking skills and knowledge of policy debates, historical junctures, and philosophy about social reproduction and how we care for ourselves.

How do we take care of ourselves and one another?

As college students most likely in your first few years of living independently for the first time, you are no doubt aware of all the work that goes into sustaining a life: food preparation, laundry, cleaning, and other forms of self-maintenance and care. Or perhaps you are no stranger to domestic tasks, as you grew up actively participating in household chores and/or have a family member who is a paid care/domestic worker. Regardless, entering adulthood brings a variety of new challenges, perhaps most importantly decisions about how to engage in the labor of caring for oneself and others. In this course, we will explore how both paid and unpaid domestic labor, including childcare, eldercare, food preparation, and cleaning, has evolved historically from the advent of industrial capitalism through the neoliberal “gig” economy.

In addition to examining these dynamics in the United States, we will analyze patterns of remunerated domestic work in nations with high rates of immigration such as Western Europe, as well as countries in the Global South, where legacies of colonization, slavery, and resource extraction continue to structure the labor market. We will also look at how the work of social reproduction is allocated within the family, as well as on the US university campus, thinking critically about labor practices in private homes, dining halls, dormitories, and classroom buildings. As this is an interdisciplinary course, we will look to fields beyond the social sciences to examine how analyses and methodologies of care are incorporated into (or excluded from) areas such as science, medicine, education, and the arts. Through classroom discussions based on films and literary, scholarly, and journalistic texts, we will examine debates about the interconnectedness of gender, race, and labor, in addition to looking at how both paid and unpaid care workers have challenged their invisibility and subordination in the twentieth and twenty-first centuries.

The interdisciplinary material will allow students to begin from this human-centered framework and apply caregiving knowledge and critiques to a variety of topics. Caregiving, when examined profoundly, poses an essential question about human experience that implicates much more than any particular academic discipline: it is a matter of survival. This bedrock question is still just that, an ongoing essential question, as caretaking so often seems to enter our systems of accounting as an afterthought. Yet the labor of care enables all other forms of human activity. As we work to rethink this prioritization, the perceived modes and received meanings of caretaking may change for each student across the semester. Application of each student's discoveries to their own caretaking practices is encouraged.

Quest and General Education Credit

- Quest 2
- Social and Behavioral Sciences (S)
- International (N)
- Writing Requirement (WR) 4000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Quest 2 courses provide an opportunity for students to engage in thought-provoking General Education coursework that builds on and expands upon their Quest 1 experience in the Arts and Humanities. If Quest 1 courses ask what it means, Quest 2 courses ask what we can do. Quest 2 courses invite students to encounter important real-world issues that cut across disciplines. They introduce scientific methods and discourse for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and /or the planet today.

Required Readings and Works

Materials and Supplies Fees: n/a

All readings and other works are available in Canvas, through the Ares Course Reserve System, or through the links in the syllabus calendar.

You must use Firefox and not Chrome to access Ares. Look for the box on our Canvas course site labeled “Course Reserves” for the link to the Ares materials.

If you like, please purchase the recommended writing guide:
Williams, Joseph. *Style: The Basics of Clarity and Grace*.

ChatGPT and Plagiarism Policy:

The use of ChatGPT or other AI programs is not acceptable for written contributions to this course. These assignments are meant to foster creative, critical, and synthetic thinking through evaluation and integration of course materials, personal experiences, discussion, and reflection. TURN IT IN software will be used to confirm that written work is original. **Please do not use AI software to write your papers! This course provides opportunities to develop your writing and analytic skills (as I will provide extensive feedback), and it would be a shame to waste them! AI usage is often easy to detect, and if it is detected, I will take measures that could include significantly docking grades and/or reporting students to the appropriate university authorities.** To ensure originality, I will require that for each assignment uploaded to Canvas, students send me a link to the Google doc in which they wrote their paper. The timestamps in the Version History tab should correspond to a normal writing pace, with extensive edits, rather than copying and pasting large passages of text derived from an external source.

II. Graded Work

Description of Graded Work

10% Attendance

10% Participation

20% Readiness Assessments (at least 4 of 5 given)

10% Essay on an Artwork

20% Analytic Research Paper (with four steps: abstract, annotated bibliography, first draft, final version)

20% Prompt-based paper (with first draft and final version)

10% Oral presentation

NOTE: Extensions can be requested for up to three days beyond the assignment’s original due date. Students must request the extension by emailing the instructor BEFORE the original due date. Late assignments will incur a **4 point penalty each day** they are not submitted.

10% **Attendance.** (Complete or incomplete.) Attendance in person is required for this course. **Each student is allowed two unexcused absences before their grade is adversely affected.** More than 6 unexcused absences may result in failing the course. Excused absences include medical circumstances or emergencies with documentation, to be sent to the instructor via email.

Tardy arrivals will be counted as present but will incur an attendance penalty. Late is always better than never, yet please make every effort to arrive on time. Be sure to contact the instructor promptly if you see a mistake with your attendance record.

10% Participation. (See rubric.) Each student is expected to come to class prepared to listen actively to the other students and the professors, as well as the guest speaker. Completing the readings and screenings before class helps with this mission, though students should come to class even if they are not able to finish the assigned preparation. Don't let one missed homework session snowball into missed class, which will only set you back when it comes to making up the missed work. Ideally, students will come to class punctually, listen to others, contribute to activities as appropriate, and avoid dominating the conversation. Civility matters.

If you notice a student dominating the discussion, step in and speak up. You can always ask a question of another peer in class if you have already spoken and wish to help others speak. A class on caretaking in which students do not take care of one another is not ideal. Please invite others to contribute. Please listen actively. Please phrase your points kindly.

An important note on laptop use: I STRONGLY encourage you to take notes by hand, and only use your laptops to reference PDFs of readings. Using computers for other tasks will not be permitted and I will address students in class if I suspect they are not paying attention to lectures and discussions. Frequent appearances of not paying attention will have an adverse effect on one's participation grade.

20% Four readiness assessments (Out of a total of five assessments, students may drop the lowest grade) On at least five unannounced days across the semester, students will begin class with a readiness assessment that tests whether they have completed the preparation for class and paid attention in class on days since the last readiness assessment. These readiness assessments can only be taken in class and can only be made up if the absence is excused. Unexcused absences will not allow a student to complete a make-up readiness assessment. No exceptions. If an absence is excused, please be in touch with the professor to make up the assessment(s) during office hours.

Please avoid planning unexcused personal travel during class time, because readiness assessments are not subject to make-up opportunities if an absence is unexcused.

To compensate for the fact that unexpected events do sometimes occur and do not qualify for an excused absence, each student may drop one readiness assessment grade.

10% One essay on care labor/caregiving in an artwork at the Harn Museum.

500-800 words. (See rubric for written assessments). Write on an artwork of your choice displayed at the Harn Museum, which we will visit as a class. Describe the artwork and develop an argument for its relationship with a debate about or simply a practice of caregiving. Why is this debate or practice important? Why does it speak to you, personally? What is the context of this debate or practice as regards our readings or discussion in class so far? Care and caregiving can be interpreted broadly for this assignment. For example, a piece of textile art could evoke practices of weaving and clothing construction as a task of social reproduction.

The discussion can draw on your personal experience. You must cite at least two sources, ideally indicating some research on the artist and the context in which the work was produced. Using the library to research the artist or artistic movement in question is encouraged. Use a bibliography and document the source using your preferred bibliographic style, such as MLA, Chicago, or APA.

REMEMBER TO WRITE THE PAPER IN GOOGLE DOCS AND SEND ME THE LINK IN ADDITION TO SUBMITTING ON CANVAS!

20% **Paper 1: An analytical research paper.** For the research paper, students will complete four steps. Each step allows for a change of topic. Please, *never write on a topic that doesn't interest you*. If you realize that you don't like your topic, *change it*. You don't need our permission to decide on your own interests. The four steps intend to help you "start before you are ready" so that you have time to change topics and ask the library for help with finding still more sources. These four steps are:

1% **Abstract.** (Written in class, then typed at home, see rubric.) 150 words, approximately. (Pitch us your project!) One paragraph with a title. Times New Roman, 12 pt, one-inch margins, double-spaced. We won't reject an abstract with 149 or 151 words, but if you turn in 50 or 500 words you have failed the spirit of the exercise. Please note again: the abstract must include the title of the proposed paper. The abstract explains what you will study and how. What is the topic? What is the angle? Make sure to avoid overly general framing words, like *society, life, the world, we* (without naming the particular group), and so on.

4% **Annotated bibliography.** (See rubric). Five to seven sources, listed in the bibliographic format of your choice. Times New Roman, 12 pt, one-inch margins, double spaced. Use peer-reviewed sources when possible.

The annotation is one or two sentences after each source listing that explains (1) what the source is and (2) whether the source works for your project. This annotation allows you to show your research efforts, including sources that you don't plan to use. I will give you credit for disappointments! Just list the dead-end sources and explain why they are not helpful for your paper.

5% **First draft** (Graded as complete or incomplete; see Satisfactory/Unsatisfactory Rubric). 750-1,000 words, approximately. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

Highlight or boldface your thesis statement. The thesis statement explains the point of the paper. It often appears as the last line of the first paragraph. If you cannot state your thesis statement in one sentence, then write two. Highlight or boldface the connection the topic bears with your personal experience. This connection may appear more than once in the essay, and we cannot guess where it will find the best placement for your paper. If autobiographical material appears more than once, you do *not* need to highlight all instances. The highlighting means to help you remember the basic elements of the assignment. In sum, for the first draft and final draft to receive satisfactory scores, they must include a thesis statement and an explicit connection with your personal experience. Please note that Artificial Intelligence can produce many texts, but it cannot explain your personal experience. Only you can do you.

You must cite at least two sources.

WR 10% Final version (See rubric for final version). 2,000-2,250 words. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

You must cite at least **five** sources of information in the body of the paper and in the bibliography.

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20% **Paper 2: A prompt-based paper.** You will select and engage with one prompt from a series of prompts given by the instructors. The prompts will ask you to reflect on our readings and synthesize some of the main ideas from the course. You will be asked to give your own ideas about how the readings and course themes relate to issues of care and caregiving you observe in your own lives.

5% **First Draft** (see above for requirements)

WR 15% Final version (See rubric for final version). 2,000-2,250 words. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

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10% **One oral presentation.** (See rubric.) Each student will present once, for ten minutes, as timed by a professor (7-8 minutes for presentation, 2-3 minutes for questions from the class). The presentation will gloss the contents of the analytical research paper turned in near the date of the presentation. A PowerPoint presentation (required) will help to keep the presentation on track and coherent for students. Presentations should be uploaded to Canvas the day before the presentations in class. Do not read from notes. Speak to the students and not the professors, who will already be familiar with your topic owing to the four steps of a research paper that they have graded. Make sure the students understand your thesis statement and how you supported it. Explain what you learned. If you wish, cover the personal connection discussed in the paper.

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, content, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Rubric for written work (for final versions, not first drafts)

/100

	Great	Good	Average	Poor	Absent
	19-20	16-18	9-15	2-8	0-1
Analysis	The thesis is original. Compelling ideas throughout.	The thesis is interesting. At least one original perspective in one of the points.	The essay is focused on a single thesis or idea.	The thesis is split or unclear; the paper wanders off-topic.	No thesis or focus. Or seems AI-generated.
Evidence	27-30	23-26	15-22	11-14	0-10
	A variety of support for every claim, and it is strong, concrete, and appropriate.	Supporting evidence for all claims, but it is not as strong or complete in some areas.	Supporting evidence for most of the claims, but some evidence may be unrelated or vague.	Some evidence, but in key places evidence is vague or missing.	Almost no detailed evidence to support the thesis.
Organization	19-20	16-18	13-15	7-12	0-6
	Each paragraph is focused and in the proper order. Introduction and conclusion are complementary. Excellent transitions. In the main, content and not vocabulary, achieves the transition.	Each part of the paper is engaging, but better transitions, more/fewer paragraphs, stronger conclusions are needed.	Clear introduction, body, and conclusion, but some paragraphs may need to be focused or moved.	Some organization, but the paper is “jumpy” without a clear introduction and conclusion. Paragraphs are not focused or out of order.	Little or no organization.
Language Maturity	10	8-9	6-7	4-5	0-3
	Creative word choice and sentence structure enhance the meaning and focus of the paper. Special attention to precise verbs. Avoids cliché.	The language is clear with complex sentence structure but contains minor grammatical errors.	Writing is clear, but sentence structures are simple or repetitive; or repeated grammatical errors.	Grammatical mistakes slightly interfere with the meaning of the paper. Basic and imprecise verbs. Or excessively informal expression.	Frequent and serious grammatical mistakes make the meaning unclear.
Style/Voice	9-10	8-9	6-7	4-5	0-3
	A keen sense of the intended audience. The author’s voice and the writing convey passion.	The paper addresses the audience appropriately and is engaging with a	Essay addresses the audience appropriately with some examples of	Writing is general with little sense of the audience or communication of the writer’s voice or passion.	Writing is general with no sense of either the writer or

		strong sense of voice.	creative expression.		audience. Robotic.
Citations	10	9	7-8	4-6	0-3
	All evidence is well cited in appropriate format.	All evidence is cited, but with minor format errors.	Good citations but not enough of them.	Some citations but either incomplete or inappropriate.	Almost entirely without citations. Or AI-generated content.

Rubric for abstract

/10

	Great	Absent
	2	0
Basic specifications	Times New Roman, 12 pt, double space, one-inch margins. One paragraph. Appropriate word count.	Wrong font, wrong size, no double space or excessive spacing, wrong margins. Too short or too long with the word count.
	2	0
Text to study	Text(s) named. Relevant selection of texts. Proper punctuation, with book titles in italics and article titles in quotation marks. Correct author(s) or other relevant data for the source, if not a print text.	The text(s) for study are not mentioned. Or the punctuation does not handle titles correctly. (Book and journal titles are not in italics. Article titles are not in quotation marks.) Or wrong author, or similar problem.
Aspect to study	2	0
	The element for study in the relevant text is mentioned.	The point of the analysis isn't explained. Or the point for analysis isn't clear. Or only a plot or information summary appears and no analytic angle is proposed.
Language coherence	4	0
	Precise and concise verbs. Language shows careful word choice and thoughtful proofing. It seems likely that the student read the prose aloud before turning it in.	Only basic or vague verbs appear. Or the language requires extra sympathetic interpretation to understand. Or more words than necessary appear. (Wordy.) Or ambiguity impedes reading comprehension. Or, it seems clear that the student did not read aloud the prose. Odd rhymes, tiresome repetitions, or disjointed phrasing.

Rubric for annotated bibliography

/10

	Great	Absent
Bibliographic style	2	0

	Consistent bibliographic style used. Titles are italicized when appropriate. Capitalization is appropriate. Dates of consultation are included for websites when appropriate. The reader can understand the nature of the source from the data supplied in the bibliographic reference. The reader could probably find the source in an independent search	No consistent bibliographic style. Or many confusing errors within the attempt to use a single system, such as MLA, APA, or Chicago. The reader does not know what kind of source is cited from the bibliographic data provided. The reader probably could not find the source, based on the bibliographic details supplied.
Basic specifications	2	0
	Times New Roman, 12 pt, double spacing, one-inch margins. Hanging indent for the sources (not the annotation).	Another font, another size, no double spaces, or excessive spacing, incorrect margins. No hanging indent for sources.
Annotation (aspect one)	2	0
	A brief content explanation appears for each text.	The general content of the text remains unclear.
Annotation (aspect two)	2	0
	Each annotation explains if the text in question serves the purpose of the proposed research paper.	It isn't clear if each text proved useful for the research project.
Language coherence	2	0
	The language employs precise and concise expression, with complete sentences.	Basic and vague verbs (e.g. forms of "to be," like <i>is, am, was, have been, there is/are</i> , etc.). Sloppy language in other ways, such as repetition or grammar problems.

Oral Presentation Rubric (max. 21 pts)

	SATISFACTORY (Y)	UNSATISFACTORY (N)
	10 pts	5 pts
CONTENT	Presentation shows evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and if time allowed, would lead to a discussion demonstrating basic understanding of sources. Presentation uploaded to Canvas the day before due to be presented. Transforms	Presentation either includes unclear or off-topic ideas or provides only minimal or otherwise inadequate discussion of ideas. Presentation was not uploaded to Canvas the day before the presentation was due OR presentation file contains

	ideas or solutions into new forms. Little to no notes required. Does not read from screen. Speaks to students and not professors. Explains why the topic is of interest to the presenter.	glitches that make it unplayable. Presentation may also lack sufficient or appropriate sources. Or reads notes verbatim, from paper or screen. Or talks to professors instead of students. Or fails to mention reasons for interest in topic.
ORGANIZATION AND COHERENCE	5 pts Presentation includes a clear thesis with an identifiable progression of supporting information. Speech is prepared, with the needed words at hand.	2 pts Presentation lacks clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the audience. Speech is so fast that it is difficult to understand. Or speech is slowed to the point of incomprehension with lots of “ums.” Vocabulary is not prepared.
CREATIVITY and AUDIENCE INSPIRATION	6 pts Transforms ideas or solutions into new forms. Synthesizes ideas or solutions from previous lessons into new forms using a substantial amount of relevant supporting information. Presentation is inclusive and inspires lively discussion among peers.	2 pts Moves only slightly or not at all beyond expected “textbook” data. Recognizes only one connection among ideas or solutions—or none. Seems directed only to the instructors, or to no one.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1, Aug. 21	● Topic: Introductions and course overview ● Summary: Course Intro -- We will meet each other, learn the objectives for the course, review best study habits, and prepare for the next class meeting.

Week	Topics, Homework, and Assignments
	● Required Readings/Works: No work needed for the first day of class. ● Assignment: Complete the reading and the brief homework assignment before class next time. See next week's schedule for those reading assignments.
Week 2, Aug. 26	● Summary: Introduction to Care Labor and Social Reproduction -- This week, we will introduce the concepts of social reproduction, care work, and intimate labor, thinking about their place in our lives, society, and contemporary political debates ● Required Readings for Class 1: Premilla Nadasen, "What is Social Reproduction and Why Should I Care?" <i>Care: The Highest Stage of Capitalism</i>. Pp. 55-81 (26 p.); AND Rhacel Parreñas and Eileen Boris, <i>Intimate Labors: Cultures, Technologies, and the Politics of Care</i>, Introduction, pp. 1-12 (11 p.) ● Assignment (due Aug. 26): Complete the care labor journal task assigned in Week 1. You will not need to submit this assignment on Canvas, just be prepared to discuss it in class.
Aug. 28	● Required readings for Class 2: Nancy Fraser, "Crisis of Care? On the Social-Reproductive Contradictions of Contemporary Capitalism," <i>Social Reproduction Theory: Remapping Class, Recentering Oppression</i> pp.21-26 (15 p.); AND "Who Cares for the Caregivers?" <i>n+1</i> editors https://www.nplusonemag.com/issue-39/the-intellectual-situation/who-cares-for-the-caregivers/
Week 3, Sept. 2	● Summary: The History of Care Labor --- This week, we will cover a chronology of care labor in the West from the preindustrial period through the advent of industrial capitalism and neoliberalism. The goal is for students to understand the different stages of social reproductive labor and how broader economic shifts brought them about. ● Required readings for Class 1: Joan W. Scott and Louise Tilly, <i>Women, Work, and Family</i>, Chapters 1-3, pp. 11-60 (49 pp.)
Sept. 4	● Required readings for Class 2: Ruth Schwartz Cowan, "How We Get Our Daily Bread, or the History of Domestic Technology Revealed," <i>OAH Magazine of History</i>, pp. 9-12 (3 pages); AND Arlie Hochschild and Barbara Ehrenreich, <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i>, Introduction (1-14) (13 pages) International
Week 4, Sept. 9	● Summary: Caregiving in Art, Part I -- This week and during one other later in the semester, we will examine our now familiar topics through the arts, specifically cinema and visual art. We will visit the campus art museum, the Harn, and look for depictions of care labor/domestic work/social reproduction in paintings, drawings, photography, and sculpture. We will also watch a film pertaining to these topics and discuss it in class. ● September 9: Visit to the Harn Museum, Meet there ● Assignment: Remember to prepare for the visit to the Harn Art Museum. You will need extra time for transit. I encourage you to take notes while visiting the art museum because you will have to write a paper on an artwork in the museum's collection.
Sept. 11	● Required watching for class 2: <i>Roma</i>, dir. by Alfonso Cuarón (2 hr 15 min) https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990374798670306597 International ● Assignment (Due September 15): Write 500-800 words on the depiction of caregiving in and/or the relationship that you perceive between two pieces of art at the Harn Museum of Art.

Week	Topics, Homework, and Assignments
Week 5, Sept. 16	● Summary: Unpaid Care Work in the Private Home – This week, we will consider unpaid social reproductive labor in the home, typically—but not exclusively, of course—performed by women as wives and mothers. We will think about childcare, cooking, cleaning, as well as the pressures on parents who also work outside the home. Additionally, we will examine to what extent shifts in the labor market and gender norms have reshaped caring roles within families. ● Required readings for class 1: Arlie Hochschild, <i>The Second Shift: Working Families and the Revolution at Home</i>, Chapters 1-2 (“The Family Speed-up” and “Marriage in a Stalled Revolution”), pp. 1-21 (21 pages); AND Sarah Jaffe, <i>Work Won’t Love You Back</i>, “Nuclear Fallout: The Family,” pp. 21-54 (33 pp.)
Sept. 18	● Required readings for class 2: Caitlyn Collins, <i>Making Motherhood Work</i>, “SOS” (Introduction), pp.1-26 (26 pp); AND “What It Really Takes to Breastfeed a Baby.” <i>The New York Times</i>, 2 pp. https://www.nytimes.com/interactive/2022/11/30/well/family/breastfeeding-nursing-formula.html; AND Ana Jordan, “Masculinizing Care? Gender, Ethics of Care, and Fathers’ Rights Groups,” pp.20-41 (21 pp.)
Week 6, Sept. 23	● Summary: Paid Care Work in the Private Home -- This week, we will study practices of remunerated eldercare, childcare, and cleaning in developed nations, paying close attention to how migration, gender, and geopolitics map onto labor patterns. Students will learn about labor trends associated with globalization, neoliberalism and the global shift to the “pink-collar” economy. ● Required readings for class 1: Evelyn Nakano Glenn, <i>Forced to Care</i>, Chapter Six: Neoliberalism and Globalization (pp. 152-182) (30 pp); International AND Shellee Colen, “‘Like a Mother to Them’: Stratified Reproduction and West Indian Childcare Workers and Employers in New York,” in <i>Conceiving the New World Order: The Global Politics of Reproduction</i> (pp. 78-102) (24 pp) International ● In-class assignment: Handwrite abstract for research paper (one paragraph, approx. 150 words): What will you study? From what angle? Include a title. All aspects of the proposal can change. Just get started.) See rubric for style specifications.
Sept. 25	● Required readings for class 2: Pierrette Hondagneu-Sotelo, “Maid in LA,” in <i>Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence</i>, pp. 29-60 (31 pp); International; AND Nicole Constable, “Filipina Workers in Hong Kong Homes: Household Rules and Relations,” in <i>Global Woman</i>, pp. 115-141 (26 pp) International ● Assignment (Due September 26): Typed abstract due
Week 7, Sept. 30	● Summary: Paid Care Work Outside the Home -- This week, we will study caring labor outside the home: in restaurants, on planes, and on university campuses. In particular, students will learn about the sociological, psychological, and interpersonal dynamics between employers, workers, and customers, as well as coping and resistance strategies on the part of exploited workers. ● Required readings for class 1: Patreeya Kitcharoen, “An Ethnography of Restaurant Workers: Thai Women in England,” <i>Asian and Pacific migration journal</i>, pp. 555-577 (22 pp) International; AND Ryan Patrick Murphy, “The Political Economy of Care: Flight Attendant Unions and the Struggle over Airline Deregulation in the 1980s,” pp. 18-27 (9 pp.)

Week	Topics, Homework, and Assignments
Oct. 2	● Required readings for class 2: Brandi Perry, "Maintaining Value: How University Janitors Gain Status on the Job," <i>Humanity & society</i> (pp. 29-48) (29 pp); Workers' World interviews with Ed Childs, Cook and Leader of Harvard University Striking Dining Workers (Parts I, II, and III) (about 10 pp): https://www.workers.org/2017/02/29519/#.WJdUdvkrLIU; https://www.workers.org/2017/02/29643/; https://www.workers.org/2017/02/29696/ ● Assignment (Due Oct. 2): Annotated bibliography for research paper due
Week 8, Oct. 7	● Summary: Care Reimagined -- This week, we will study alternative forms of care, more specifically how care labor has been carried out in different types of societies, including experiments in utopian living. The assignments include a documentary. Students will compare and contrast different models of social reproduction and care from different eras, nations, and intentional communities. ● Required readings for class 1: Susan Grant, "A comfortable old age: Designing care homes for older Soviet persons" in <i>Geriatrics and Ageing in the Soviet Union: Medical, Political and Social Contexts</i> (pp. 91-112) (21 pp); International AND Pol De Vos, "No One Left Abandoned" Cuba's National Health System since the 1959 Revolution," pp. 189-207 (18 pp.)
Oct. 9	● Required readings for class 2: Ora Aviezer, Marinus H. Van IJendoorn, Abraham Sagi, Carlos Schuengel, and Robert J. Steinberg, "'Children of the Dream' Revisited: 70 Years of Collective Early Child Care in Israeli Kibbutzim," <i>Psychological Bulletin</i>, pp. 99-106 (7 pp. ONLY READ UNTIL PAGE 106), International AND Elif Batuman, "Japan's Rent-A-Family Industry" <i>The New Yorker</i> (10 pp) International AND <i>Israeli Boy: Life on a Kibbutz</i> (16 min) (documentary) https://www.youtube.com/watch?v=BFT09Jm3pV0&t=115s International ● Assignment: Draft 1 of Research Paper Due (750-1,000 words)
Week 9, Oct. 14	● Summary: Caregiving in Art, Part II – This week, we will continue our investigation into portrayals of care and caregiving in art, this time in literature as well as film. ● Required readings for class 1: Lucia Berlin, "A Manual for Cleaning Women," <i>A Manual for Cleaning Women</i>, pp. 26-38 (12 pages); AND Rosario Castellanos, "Cooking Lesson," <i>The Oxford book of Latin American Short Stories</i> (pp. 354-363) (10 pages) International
Oct. 16	● Required watching for class 2: <i>La nana</i>, dir. by Sebastián Silva (1h 35 min) https://www.digitaliafilmlibrary.com/film/324 International
Week 10, Oct. 21	● Summary: Bodily Labors -- This week, we will study practices of sex work and other forms of "bodily labor." Students will learn how scholars conceive of these forms of work as "intimate" or "affective" labor, and we will critically interrogate how factors such as geopolitics, class, race, and gender influence power relations between worker and client. ● Required readings for class 1: Miliann Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons," <i>Gender & Society</i> (pp. 820-839) (19 pp); AND Nicole Constable, "Reproductive Labor at the Intersection of Three Intimate Industries: Domestic Work, Sex Tourism, and Adoption," <i>Positions</i> (pp. 45-69) (24 pp) International; ● OPTIONAL READING: If the topic of surrogacy is of interest, read: Bhattacharjee, Dalia. "A Shift from Home to Market: The Marketization of Reproductive Labor in India." <i>Environment and Planning A: Economy and Space</i>. Vol. 56, No. 1 (2024), pp. 199-215. International

Week	Topics, Homework, and Assignments
Oct. 23	● Required readings for class 2: Barbara G. Brents and Crystal A. Jackson, "Gender, Emotional Labour, and Interactive Body Work: Negotiating Flesh and Fantasy in Sex Workers' Labour Practices," in <i>Body/Sex/Work: Intimate, Embodied and Sexualised Labour</i> (77-89) (12 pp) https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1216&context=sociology_pubs ● Required watching for class 2: <i>Good Luck to You, Leo Grande</i>, dir. by Sophie Hyde ● Assignment (Due October 23): Final version of Research Paper (2,000-2,250 words). Minimum five paragraphs: introduction, body of three paragraphs, conclusion. Include a title. Must include a bibliography and cite a minimum of two sources. See rubric for style specifications and other expectations.
Week 11, Oct. 28	● Summary: Care Workers Resist – This week, we will study how care workers, both paid and unpaid, have resisted their exploitation and reimagined alternative regimes of social reproductive labor, both individually and collectively. We will think about feminists' efforts to refuse or reconfigure the compulsory tasks of femininity, as well as paid domestic workers' struggles against racism and sexism. ● Required readings for class 1: Silvia Federici. Wages Against Housework (pp. 1-8) (7 pp) International; AND Emily Callaci, <i>Wages For Housework: The Feminist Fight Against Unpaid Labor</i>, Introduction, pp. vii-xxii, (16 pp); AND Dolores Hayden. "Two Utopian Feminists and Their Campaigns for Kitchenless Houses," <i>Signs</i> (pp. 274-290) (16 pp); International
Oct. 30	● Required readings for class 2: Premilla Nadasen, "Power, Intimacy, and Contestation: Dorothy Bolden and Domestic Worker Organizing in Atlanta in the 1960s," <i>Intimate Labors</i>, pp. 204-216 (12 pp.) AND Alana Lee Glaser, <i>Solidarity and Care: Domestic Worker Activism in New York City</i>, Ch. 3: "Tell Dem Slavery Done": Passing and Implementing the Domestic Workers' Bill of Rights, pp. 81-104 (23 pp) ● Required watching for class 2: <i>Union Maids</i>, dir. by James Klein, Miles Mogulescu, and Julia Reichert: https://www.youtube.com/watch?v=74gvcvXlgnM ● In class: Paper 2 prompts distributed
Week 12, Nov. 4	● Summary: Technology and Care – This week, we will think about technofixes for the various crises of care we have discussed in this course as well as considering debates surrounding anti-work politics. Can domestic technologies, including various applications of artificial intelligence, liberate us from the drudgery of social reproduction as is often promised? What are the ethics of replacing human labor with machine labor in tasks involving teaching, intimate care, and affection? How might technology further reinscribe hierarchies in the home, rather than upending them? And finally, can technology be harnessed so that we do less work, rather than freeing us up to do more or different types of labor? ● Required readings for class 1: Helen Hester and Nick Srnicek, "Technologies," <i>After Work: A History of the Home and the Fight for Free Time</i>, pp. 15-48 (33 pp.); AND Elizabeth J. Altman and Beth K. Humberd, "The gendered division of household labor and emerging technologies," p.3-32 (29 pp. ONLY READ UNTIL PAGE 32): https://www.brookings.edu/wp-content/uploads/2023/07/20230918_CRM_AltmanHumberd_GenderAI1.pdf ● In-class assignment: Handwrite introduction for prompt paper (1-2 paragraphs: What are you arguing, what sources will you draw upon to make your argument?) See rubric for style specifications.

Week	Topics, Homework, and Assignments
Nov. 6	● Required readings for class 2: Indra McKie, “Who really benefits from smart tech at home? ‘Optimising’ family life can reinforce family roles,” https://theconversation.com/who-really-benefits-from-smart-tech-at-home-optimising-family-life-can-reinforce-gender-roles-256477; AND Ruth Dike, “‘The machine does it!’: Using convenience technologies to analyze care, reproductive labor, gender, and class in urban Morocco,” pp. 311-325 (14 pp.)
Week 13, Nov. 11	● University Holiday, No Class
Nov. 13	● Summary: Care in Medicine and Education -- Students will consider caregiving practices in the fields of medicine and education in the US and the Netherlands. We will think about how medical and educational systems structure the type of care patients and students receive, as well as the working conditions for healthcare workers and teachers. ● Required readings for class 2: Juan Salinas, Manisha Salinas, and Megan Kahn, “Doulas, Racism, and Whiteness: How Birth Support Workers Process Advocacy towards Women of Color,” <i>Societies</i> (pp. 1-15) (14 pp); AND David Brindle, “Buurtzorg: the Dutch model of neighbourhood care that is going global,” <i>The Guardian</i>, https://amp.theguardian.com/social-care-network/2017/may/09/buurtzorg-dutch-model-neighbourhood-care (about 2 pp) International; AND Sarah Jaffe, “We Strike Because We Care: Teaching,” <i>Work Won’t Love You Back: How Devotion to Our Jobs Keeps Us Exploited, Exhausted, and Alone</i>, pp. 83-110 ● Assignment (Due November 13): Draft 1 of Paper 2 (750-1,000 words). Put thesis statement in boldface. Minimum three paragraphs: introduction, body, conclusion. Include a title. All aspects of the draft can change. Just get started.) Complete or incomplete. See rubric for style specifications.
Week 14, Nov. 18	● Summary: Self-Care and Wellness Culture -- This week, we will consider practices of individualized care in popular culture, specifically the self-care and “momfluencing” industries, which commodify and commercialize practices of caregiving. Students will learn how these industries developed in tandem with social media, optimization culture, and corporate wellness. Additionally, we will examine the “trad wife” phenomenon, which rejects many of the gains of feminism as well as leftwing critiques of privatized forms of care, while also considering collectivized and liberatory forms of self-care from a disability justice perspective. ● Required readings for class 1: Sophie Gilbert, “How did Healing Ourselves Get So Exhausting,” <i>The Atlantic</i>, https://www.theatlantic.com/culture/archive/2022/10/goop-wellness-culture-self-care-parenting/671699/ (10 pp) AND Jina B. Kim and Sami Schalk, “Reclaiming the Radical Politics of Self-Care: A Crip-of-Color Critique,” <i>The South Atlantic Quarterly</i> (pp. 325-341) (16 pp)
Nov. 20	● Required readings for class 2: Jessica Grose, “Why Are Momfluencers So Good at Worming Their Way into Your Brain?” <i>The New York Times</i>, https://www.nytimes.com/2022/11/22/opinion/influencers-moms-parenting.html; (2 pp) AND Annabelle Clawson, “On Leggings and Lemongrass Shots: How Momfluencing Perpetuates the Feminine Mystique,” <i>International Conference on Gender Research</i> (pp. 92-98) (6 pages); AND Sophie Elmhirst, “The Rise and Fall of the Trad Wife,” <i>The New Yorker</i>, pp.1-18 (18 pp.)
Week 15, Dec. 2	● Summary: Final Reflections and Evaluations (bring laptop to class) ● Assignment (December 4): Final Draft of Paper 2 (2,000-2,250 words) due

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

- Identify, describe, and explain how cross-disciplinary dimensions of “caretaking,” “invisible/unseen labor and laborers,” “social reproductive histories,” and “wellbeing” as cultural and international concepts constitute the pressing issue of caregiving as represented by the social sciences. (**Content** SLOs for Quest 2). *Readiness Assessments, Analytical Research Papers, Oral Presentations*
 - Identify, describe, and explain traditions and frameworks of inquiry into caretaking, especially as related to global examples from the twentieth and twenty-first centuries (**Content**). *Readiness Assessments, Analytical Research Papers, Oral Presentations*
- Critically analyze quantitative or qualitative data appropriate for informing approaches, policies, or praxes that address the important societal challenge of caretaking. Students will identify, describe, and explain the caretaking issues, both empirical as studied through statistical and other scientifically approved experimental models, and ethical as gleaned from historical, contemporary, national, and international contexts, that variously inspire and trouble caregiving efforts in a variety of cultural settings and disciplines, such as medicine, education, business, the social sciences, and the arts, as well as the tools that people in germane fields have devised in order to analyze, improve, carry out, and rethink these same topics. (**Critical Thinking** SLOs for Quest 2) *Readiness Assessments, Analytical Research Papers, Oral Presentations, Essay on caregiving in an artwork at the Harn Museum.*
 - Analyze and evaluate concepts such as collective wellbeing, individual resilience, and struggles to balance the toll of caretaking with the drive for efficiency and contemporary change (including ethics of resource use, power and authority, and social justice) (**Critical Thinking** SLOs for Quest 2). *Analytical Research Papers, Oral Presentations*
- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important issues and challenges regarding caregiving. Develop and present ways in which individualistic and collective caretaking interventions reflect survival efforts, counterbalanced in twentieth- and twenty-first-century contexts with economic values and other cultural considerations (**Communication** SLOs for Quest 2). *Readiness Assessments, Analytical Research Papers, Oral Presentations, Essay on caregiving in an artwork at the Harn Museum*
 - Develop and present questions, orally and in writing, about the context of global twentieth- and twenty-first-century caretaking practices and the advantages and disadvantages of them, using library resources acknowledged through proper bibliographic formatting (**Communication** SLOs for Quest 2). *Analytical Research Papers, Oral Presentations*
- Connect course content with critical reflection on students’ intellectual, personal, and professional development at UF and beyond. Students will reflect on how the present debates, the national and international contextual variants, and the history of caregiving practices, in terms of the ways these topics inform students’ understanding of their own lives. (**Connection** SLOs for Quest 2) *Analytical Research Paper, Oral Presentation*
 - Connect the course content with a personal caretaking narrative. Relate to the materials studied through meaningful critical reflection on intellectual, personal, and professional development at UF and beyond (**Connection** SLOs for Quest 2). *Analytical Research*

V. Quest Learning Experiences

1. Details of Experiential Learning Component

The experiential learning component of the caretaking course includes activities that will vary as each semester allows. Some of these components may include (a) visits to sites like the Harn Museum of Art and (b) guest speakers' visits to class. Guest speakers may include activists for better infrastructure or representatives of local coalitions such as one that works for better outcomes in health care or in labor negotiations. For projected visits and guest speakers, please see the calendar. For students who cannot attend a meeting at the art museum or other venue outside of class, an alternate assignment will be devised, such as a visit to the art museum arranged outside of the collective plan.

2. Details of Self-Reflection Component

The self-reflection component tasks students with "noticing" efforts that acknowledge the affordances of each individual's environs and daily habits, as well as personal ideals and hopes, as these register particular caretaking practices. Students will include such reflections in the final *Analytical Research Paper* as well as the final *Oral Presentation* on said paper. The assessment of caregiving in a work of art from the Harn will also necessarily draw on personal reflection. This self-reflection will reckon, individually, with what each student thinks, why they think it, and what the implications of those thoughts entail for themselves and others. They will be encouraged to reflect on the implications of this thinking for others. *Participation* in class will provide practice for these more extensive, written assignments of self-reflection.

VI. Required Policies

Grade points

For information on how UF assigns grade points, visit <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor

and the student. If the problem cannot be resolved, please contact José Capula (jose.capula@ufl.edu, 352-392-1261). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Resources available to students

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.

Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>