

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

Quest 2

I. General Information

Class Meetings

- Spring 2025
- In-person, 35 students
- Tuesday Period 5-6 (11:45-1:40pm in Anderson 0032) and Thursday Period 6 (12:50-1:40pm in MAEB 0229)

Instructor

- Emily Hind (rhymes with "Kind.")
- Grinter 362
- Office Hours: Wednesdays 9:30am-12:30pm and by appointment
- ehind@ufl.edu
- To schedule office appointment by zoom or in person, visit: <https://calendly.com/ehind>
- Zoom office appointment link: <https://ufl.zoom.us/my/ehind>

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 on the planet now?

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. These topics, if a student wishes, can lead to research that is no longer centered on the human, such as treatment of nonhuman animals and sustainability concerns stemming from the Anthropocene, the humanmade geological age. 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 Credit

- Quest 2
- Social and Behavioral Sciences (S)
- International (N)
- Writing Requirement (WR) 2000 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*.

WHERE TO FIND THE ASSIGNED READINGS

1. Start your search on the Canvas page for the course.
2. Look at the left-hand column on the screen.
3. Click on the tab marked COURSE RESERVES
4. You MUST be connected to the VPN or on campus for COURSE RESERVES to open properly.
5. Within COURSE RESERVES, check the list of PDFs or eBooks for the readings.
6. Click on the links for each text.
7. Some texts are listed below in the calendar with a link. If permission is required for that website, you can find the text through COURSE RESERVES.
8. It would be easier if you downloaded and organized all the readings at the beginning of the semester from COURSE RESERVES so that you are not dependent on an internet connection.

II. Graded Work

Description of Graded Work

10% Attendance

10% Participation (includes two surprise, **complete/incomplete** readings shared aloud from your handwritten journal about the readings for that day)

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

10% Lead Class Discussion: Guide the Class Discuss an Assigned Reading: about 10 min.

[complete/incomplete]

10% Essay on an Artwork (or Two if One is NOT International) from the Harn

15% Analytic Research Paper (with four steps each: abstract, annotated bibliography, first draft

[complete/incomplete], final version)

15% Prompt-based paper (with first draft **[complete/incomplete]** and final version)

10% Short, Batch-Presented Oral presentations (2): 3 min.

NOTE: There is **no** group project in this course. All assignments listed below will be completed as individual tasks.

NOTE: Extensions **can be requested for up to one class period beyond the assignment's original due date**. Assignments due on Tuesday may be turned in as late as Friday, giving Wednesday and possibly Thursday for completion. Assignments due on Thursday may be turned in as late as Tuesday, giving Friday and possibly Monday for completion. **Students must request the extension by emailing the instructor**. The extension applies for any reason and must be requested. Students who miss a deadline for an excused reason will receive "reasonable" time to make up the assignment. For the definition of a reasonable extension in most cases, see above.

10% **Attendance.** (Complete or incomplete.) Attendance in person to class is required for this course. You will receive 100% for attendance if you attend 100% of the classes. You may miss class three times with unexcused absences. Your grade will still be 100% if you miss three times or less with unexcused absences.

Every unexcused absence after the third time will result in a 2% deduction from the attendance grade. Ergo, the fourth absence subtracts 2% from the total attendance grade. The fifth absence causes a 4% deduction from the total attendance grade. A sixth absence triggers a 6% loss from the total attendance grade, etc.

*Tardy arrivals will be counted as present, but participation grades may be docked. 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.*

Please note that the readiness assessments cannot be made up after an unexcused absence, regardless of circumstances.

10% **Participation.** (See rubric.) A class on caretaking in which students do not take care of one another is not ideal. When you walk into class, keep a clean workspace by keeping screens closed. If you bury yourself in your device, you fail to take care of others. Be present.

Each student is expected to come to class prepared to listen actively to the other students and the professor, as well as the guest speakers. 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 readings. Don't let one bad homework session snowball into one or more missed classes, which will only set you back.

Please phrase your points kindly. Dominating the conversation is as bad as failing to speak. Seek the middle ground. Ask a peer a question if you fear you might dominate the discussion; **so few students ask one another questions, and yet such polite interest might greatly enhance the discussion.** Civility matters.

How will you function in class without a screen?

The instructor will give you a notebook on the first day of class. Use this notebook for notetaking. Bring the notebook to each class. Explore the world of *Paying Attention*.

Use of handwritten notes from the notebook, taken in class during discussion and out of class for homework thoughts, may be allowed on the readiness assessment. The instructor will let you know before the assessment starts if the activity is "open notebook."

You may not paste printed literature of any sort in the notebook. All comments in the composition book must be handwritten by you.

One participation grade will be given to each student for each class meeting.

Rubric for daily participation grade:

5 points: Active listening. Succinct and relevant oral contribution. And/or asks questions of the professor or peers. Enthusiastic formation of groups and completion of hands-on activities when required. No screens. Clearly prepared. Complies with classroom etiquette of leaving devices stowed while in the classroom at all times, even before the class has started. [Handles an occasional emergency need for contact with someone outside the classroom by leaving the room and returning when ready.]

4 points: All of the above but arrives late, though not *very* late. Or admits to inadequate preparation.

2 points: *Very* late arrival. Or makes a show of coming in late and distracts peers or professor. Or forgets notebook. Or does not attempt to speak by raising hand or similar. Or dominates the discussion. Or demonstrates inactive listening by repeating what someone else said without acknowledging this repetition. Or contributes irrelevant or vague information in an attempt to pretend to have prepared for class.

1 point: Uses a screen during class. [If a phone call needs to be taken, an email sent, a chat engaged, or a text composed, **STEP OUT OF THE CLASSROOM FIRST.**]

0 points: Absent without permission or the instructor asked the student to leave class because of screen usage, or lack of cooperative attitude, and so on.

To reiterate the rules on screen time: **No texting, chatting, or otherwise communicating with people outside the classroom during class.** To reiterate: **Absolutely NO texting on phones or chatting from laptops in class, please.** Keep your screens turned off or closed. Be prepared to leave class if you are texting or chatting or otherwise distracted by a screen. The professor will ask you to do so. **If you are struggling with compulsive screen behavior, please ask the professor to babysit your phone or laptop.** Don't worry! I will place your device near the computer monitor, where you can retrieve it at the end of class. No judgment.

How will your effort in the notebook be graded?

Twice during the semester, each student will be called on in surprise fashion to read aloud from their notebook for that day's assignment. Ergo, it would be wise to write some thoughts about the assignment before class. You may include key quotations from the readings, important names, and so on. The two events of reading aloud from the notebook will be graded as complete/incomplete.

See rubric for the two surprise days of reading aloud from the notebook, counted as two separate entries without specific dates under the category of *Participation*. In general:

Complete: The reading is thoughtful, clearly personal, and informed by the assignment for the day.

Incomplete: No reading. Or no notebook. Or not especially personal. Or not informed by the assignment for the day. Or could have been written for almost any reading. Or inaccurate.

20% **Four readiness assessments** (Out of a total of five assessments, students may drop one grade; graded according to the points on each assessment.) 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

exception. 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, because readiness assessments are not subject to make-up opportunities if absence is unexcused.

To compensate for the fact that unexpected events sometimes occur and do not qualify for an excused absence, each student may drop one readiness assessment grade. This dropped grade will be deducted automatically on Canvas.

10% **Lead Class Discussion: One 5-7 autobiographically informed discussion on an assigned reading**

5-7 minutes. 3 additional minutes allowed if the students themselves are doing the talking. (See rubric for oral presentation). Choose this assignment and write your name on the sign-up sheet so that others know the topic is taken. During your presentation, include a title for your angle. Explain the aspect of the reading that interests you, with details that will help the students with a readiness assessment and as they write their papers. Review the connection with your personal knowledge. **ASK QUESTIONS and STIMULATE DISCUSSION AMONG THE STUDENTS.**

Remember: Sign up for your reading/presentation day at the beginning of the semester. Only one student may present on a given reading. Each presentation is individual. If more than one student presents on a given day of class, make sure to coordinate with your colleague so that you present different angles of the same text, or on different assigned texts. When many choices exist for a presentation topic, and the student picks the least difficult text (a video instead of an academic article, for example), the lack of effort will be taken into account.

A successful class lecture engages your peers in active discussion. You may have up to 10 minutes total if you successfully stimulate conversation.

You must cite at least one source, which should be the assigned reading for the day that you chose.

In sum, stellar work for the assignment *teaches* the class the reading assignment while reviewing the content and commenting on it through your experience. Including notes or slides for the class on Canvas that the professor can download into the files will be especially helpful for your classmates as they prepare for Readiness Assessments. Upload these materials in the Canvas space for the Oral Presentation.

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

500-700 words. (See rubric for written assessments). Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

You would not believe how many students ignore the above rules. The professor will *not* read improperly formatted essays.

Write on artwork of your choice included at the Harn Museum, which we will visit as a class. Describe the artwork and develop the 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.

Your essay may contemplate only one piece of art if you pick an international artist (non-US based or born) or artwork that deals with an international subject. If you pick an artwork created by someone born or based in the US, or that deals with US topics only, please choose a second piece that is international by way of theme or creator and discuss both works. The discussion can draw on your personal experience. You must cite at least one source. The path of least resistance is to draw from a source we have discussed in class, yet 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.

TIPS FOR WRITING THAT APPLY TO ALL WRITTEN ASSIGNMENTS.

- For assignments that use the written work rubric, each use of “**this**” or “**that**” without a corresponding noun results in a **deduction of one percentage point on the final grade for the assignment**. Always add a noun after writing “this” or “that” and avoid grade deductions.
- For handwritten assignments, illegible handwriting (according to the professor) will result in a grade of zero. Handwriting that maintains the same style throughout the lettering, implying a systemic neatness, but that nonetheless is too difficult for the professor to read, counts as illegible. Write with block letters if you worry that your handwriting may be illegible.
- A listed source in the body of the paper or the Works Cited (Bibliography) that does not correspond to anything the professor can find using library resources will result in a formal complaint through the Student Conduct and Conflict Resolution process. I will probably not talk with you before turning you in, so don’t think there will be a negotiation. You will receive an email from Student Conduct and Conflict Resolution with the complaint from me.
- Attributed quotations that do not appear in the source cited, as far as the professor can judge, will result in a formal complaint with the Student Conduct and Conflict Resolution process.
- Related suspicious issues with a written assignment that hint at AI usage or plagiarism will result in a complaint with the Student Conduct and Conflict Resolution process.
- **Do NOT use AI to draft your paper**. Use your writing skills to express the ideas from your head that relate to the library research that you, yourself, have completed.
- Advice from former students of this very class suggests that AI gives poor summaries of the readings. **It is NOT recommended that students rely on AI to summarize the readings**. Do the reading. Do the writing. Take the notes.

15% **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 the professor’s 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...

Grade breakdown for the research paper:

1% **Abstract.** (Written in class, then typed at home, see rubric.) 150 words, approximately. (Pitch your project!) **One paragraph with a title that identifies the content.** (i.e. NOT “Abstract.”). Times New Roman, 12 pt, one-inch margins, double-spaced. I 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 a clearly defined, content-rich title for**

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.

You would not believe how many students turn in an abstract with one or more of the words I just told you not to use.

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.

For the most reliable sources, begin your searches with the library database behind the UF firewall and then cross reference these sources with Google Scholar. Google Scholar can tell you who else has cited the source that you found on the UF libraries' website. Those materials may be of more interest, in part because they might be more recent and thus contain more relevant data. The UF libraries can get you the material listed on Google scholar for free. *You should never pay for a research article or book. The librarians at UF can acquire all needed research materials for you if you give them enough time.* If you need help, try the chat function ("ASK US") on the library webpage: <https://uflib.ufl.edu/>

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.

Warning: Do NOT trust automated formatting software. To check for errors, compare the sources that the software formatted for you and check for inconsistencies. If one title is written in all capitals, then probably all titles should be. If one title is italicized in an entry, then probably all titles of similar sources in the entries should be italicized. **You are always smarter than a computer code. Don't let AI or similar wreck your grade.** For the record, I personally am not familiar with a bibliographic style that writes anything in all capital letters.

Note: AI does not reliably generate an accurate bibliography. Only you can reliably do your homework.

Make sure the bibliographic listing (the formatting, in other words) gives enough information so that the reader understands from the bibliographic data itself and not the annotation (1) what the source is and (2) how to find the source, even if the link (if relevant) no longer works. A title and a link *never* suffice.

Remember, you will not receive credit for sources that are excessively amateur. Look for *peer-reviewed* sources from academic journals. Rando blogs, for example, are not professional.

5% First draft (Graded as complete or incomplete; see Satisfactory/Unsatisfactory Rubric). 500-800 words, approximately. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

Make sure that your final research paper reckons with what *you* think. Each student should explain for the research paper what they think, why they think it, and what the implications of those thoughts entail for themselves and others. Of course, explaining what *you* think in *every* assignment, even as you review what creatives and scholars think, makes sure you will fulfill the spirit of each assignment. It's never a waste of words to make explicit where you stand on the issues that concern you. Exploring ambivalence is an excellent idea, if you realize that you aren't sure what you think, or if you realize that you hold contradictory opinions.

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 AI can produce many texts, but it cannot explain your personal experience.

You must cite at least one source of information in the body of the paper and in the bibliography.

Tips: If you begin the first paragraph of your essay with a statement about *society, life, the world*, or an undefined *we/us*, please rewrite the idea to be more specific. Narrow and explicitly define the scope so that it fits within the range of a coherent analysis in 500 to 700 words.

WR 5% Final version (See rubric for final version). 1,000-1,250 words. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

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

15% **Paper 2: A prompt-based paper.** You will select and engage with one prompt from a series of prompts given by the instructor. 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.** 500-800 words, approximately. The paper will respond to one of three prompts.

Prompt 1. Design a contemporary community in which you reimagine care labor, **drawing on at least four readings from our course.** Name your community. Define a location if possible. The more detail and the less generalization, the better the grade. For each proposed element of this community, you must specify a problem identified in our literature and how your proposal would address this problem. Aspects to consider include childcare; eldercare; disability; transit and sustainability; social life and recreation; sex, romance, and dating; education; size and scale; medicine and healthcare; nature; and self-care. Be specific about how the community would manage things like care labor, money, and governance.

Prompt 2. Discuss two of the historical shifts in social reproduction covered in the course as they have manifested in your own family or life history. Forces to consider include globalization, immigration, neoliberalism, deindustrialization, feminism, demographic shifts, and infrastructural habits and technological advancements. **Base your essay in at least four readings from our course, using them to define and describe the historical shifts before discussing how they apply to your own family history.**

Prompt 3. If you were a professor in your field of study (or interest), how might you incorporate studies of care and social reproduction into your curriculum? **Base your essay in at least four readings from our course.** Additionally, what is one topic, perhaps related to your own studies, that you consider missing from our syllabus? Make a convincing case for its inclusion.

General Style Guidelines, as always:

1. Provide a title that defines the content that will follow (NOT “First Draft,” etc.)
2. No spaces between paragraphs!
3. 0.5 indent to start a paragraph
4. 12 pt. Times New Roman font
5. Avoid passive voice, ending sentences with prepositions, and sentence fragments.
6. Do not use a comma between two complete sentences. Either use a contraction such as “and” or “but,” a semi-colon (;), or separate them into two sentences with a period.
7. Always use a noun after “this” and “that”
8. Paragraphs should have at least three sentences and should be no longer than one page
9. Italicize book titles and journal names; frame journal articles in quotation marks
10. Develop your own voice! Avoid dry, generic prose and think about your audience.

WR 10% Final version (See rubric for final version). 1,000-1,250 words. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

You must cite at least four sources of information in the body of the paper and in the bibliography

10% **Two short oral presentations.** (See rubric.) Each student will present twice, for three minutes and no more for each presentation, as timed by a professor. Two class days will be necessary for all to present in batch rotations, unlike the solo format of the class lecture. One oral presentation will gloss the contents of the analytical research paper turned in near the date of the presentation. The other oral presentation will explain your work on the art pieces on caregiving, at least according to your perception of the topic, that interest you from our visit to the Harn Museum of Art. 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 professor, 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.

In review:

1. Each use of “**this**” or “**that**” without a corresponding noun results in a **deduction of one percentage point on the final grade for the assignment.**
2. **Avoid passive voice, ending sentences with prepositions, and sentence fragments.** Failure to correct one or more of these aspects when signaled in the first draft may result in a 10 point deduction on the overall final grade of the final draft. Failure to heed the professor’s comments on the draft is, in other words, punishable by the subtraction of 10 points from the final assignment grade.
3. Italicize book titles and journal names; place journal articles in quotation marks
4. **Failure to use Times New Roman, double space, one-inch margins, no extra space between paragraphs, 0.5 tabs at the start of each paragraph, or failure to include a title that indicates the content of the paper may be cause for a grade of 0. The professor does NOT have to read a paper in the incorrect format.**

Rubric for Written Work.

SUBTRACT 1% FOR EACH “this,” “that” without a noun--→

/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. Or sources are unclear in ways that extend beyond the category below of “citations.”
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. Content and not vocabulary, achieves the transition.	Each part of the paper is engaging, but better transitions, more/fewer paragraphs, stronger conclusion 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. One or more paragraphs that extend for a page (or more).	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. Excessive use of forms of the same verb.	Frequent and serious grammatical mistakes make the meaning unclear. Points deducted for “this” and “that” sans noun.
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 strong sense of voice.	Essay addresses the audience appropriately with some examples of creative expression.	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 audience. Robotic.
Citations	10	9	7-8	4-6	0-3
	All evidence is well cited in appropriate format. Sets up citation, cites, and reviews the meaning.	All evidence is cited, but with minor format errors.	Good citations but not enough of them. Or some citations difficult to read.	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. The aspect isn't mentioned in the title.
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. The aspect isn't mentioned in the title. Fails to avoid vague angles, like <i>society</i> , <i>life</i> , <i>the world</i> , and <i>we</i> (without naming the particular group).
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. Title is vague.

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, thanks to the wealth of details provided.	No consistent bibliographic style. Or many confusing errors within the attempt to use a single system, such as MLA, APA, or Chicago. Or seems like software did the formatting, owing to lack of italics and such. Or the reader does not know what kind of source is cited from the bibliographic data provided. Or 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 (but 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. (The reader has no idea what the text is about. Or the genre of the text isn't clear.)
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. Seems likely that the student read the sentences aloud before turning in the assignment.	Basic and vague verbs (e.g. forms of "to be," like <i>is, am, was, have been, there is/are,</i> etc.). Or more words than necessary (wordy). Or the ambiguous language makes it difficult to understand the point. Sloppy language in other ways, such as repetition or grammar problems.

Oral Presentation Rubric (max. 21 pts)

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	<p>10 pts</p> <p>Presentation shows evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and if time allows, leads to a discussion demonstrating basic understanding of sources. See specific assignment for expectations regarding class discussion. Presentation uploaded to Canvas the day before due to be presented. Transforms ideas or solutions into new forms. Little to no notes required. Does not read from screen. Speaks to students and not professor. Explains why the topic is of interest to the presenter.</p>	<p>5 pts</p> <p>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 glitches that make it unplayable. Presentation may also lack sufficient or appropriate sources. Or reads notes verbatim, from paper or screen. Or talks to professor instead of students. Or fails to mention reasons for interest in topic.</p>
ORGANIZATION AND COHERENCE	<p>5 pts</p> <p>Presentation includes a clear thesis with an identifiable progression of supporting information. Speech is prepared, with the needed words at hand.</p>	<p>2 pts</p> <p>Presentation lacks clearly identifiable organization, or may lack a coherent sense of logic in associating and organizing ideas, or may also lack transitions 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.</p>
CREATIVITY and AUDIENCE INSPIRATION	<p>6 pts</p> <p>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.</p> <p>Presentation is inclusive and inspires lively discussion among peers. The presentation themes speak to all people in the classroom.</p>	<p>2 pts</p> <p>Moves only slightly or not at all beyond expected “textbook” data. Recognizes only one connection among ideas or solutions—or none.</p> <p>Given time, it seems that the presentation might fail to inspire questions among students, aside from a request to explain the topic in more detail. Seems directed only to the instructor, or to no one.</p>

Participation Rubric

/5

Excellent (5 points)	Good (4 points)	Average (2 points)	Below Average (1 point)	Unsatisfactory (0points)
<p>Active listening. Succinct and relevant oral contribution. And/or asks questions of the professor or peers. Enthusiastic formation of groups and completion of hands-on activities when required. No screens. Clearly prepared. Complies with classroom etiquette of leaving devices stowed while in the classroom at all times, even before the class has started. [Handles an occasional emergency need for contact with someone outside the classroom by leaving the room during the entirety of the device usage.]</p>	<p>All of the prior category evinced but: Enters slightly late.</p>	<p>Very late arrival. Or makes a show of coming in late by talking to others or distracting peers in some other way. Or forgets notebook. Or does not attempt to speak by raising hand or similar. Or dominates the discussion. Or demonstrates inactive listening by repeating what someone else said without acknowledging this repetition. Or contributes irrelevant or vague information, pretending to have prepared.</p>	<p>Uses a screen during class. [If a phone call needs to be taken, an email sent, a chat engaged, or a text composed, STEP OUT OF THE CLASSROOM FIRST.]</p>	<p>Absent without permission. Or the instructor asked the student to leave class because of screen usage. Or lack of cooperative attitude, and so on.</p>

Lead Class Discussion Rubric (Complete/Incomplete). Below 60%: incomplete

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	<p>10 pts</p> <p>Presentation shows evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and if time allows, leads to a discussion demonstrating basic understanding of sources. See specific assignment for expectations regarding class discussion. Presentation uploaded to Canvas the day before due to be presented. Transforms ideas or solutions into new forms. Little to no notes required. Does not read from screen. Speaks to students and not professor. Explains why the topic is of interest to the presenter. Difficult text.</p>	<p>5 pts</p> <p>Presentation either includes unclear or off-topic ideas. Or provides only minimal or inadequate discussion of ideas. Presentation was not uploaded to Canvas the day before the presentation was due OR presentation file contains glitches that make it unplayable. Presentation may lack sufficient or appropriate sources. Or reads notes verbatim, from paper or screen. Or talks to professor instead of students. Or fails to mention reasons for interest in topic. Or too easy text chosen.</p>
ORGANIZATION AND COHERENCE	<p>5 pts</p> <p>Presentation includes a clear thesis with an identifiable progression of supporting information. Speech is prepared, with the needed words at hand.</p>	<p>2 pts</p> <p>Presentation lacks clearly identifiable organization, or may lack a coherent sense of logic in associating and organizing ideas, or may also lack transitions 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.</p>
CREATIVITY and AUDIENCE INSPIRATION	<p>6 pts</p> <p>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.</p> <p>Presentation is inclusive and inspires lively discussion among peers. The presentation themes speak to all people in the classroom.</p>	<p>2 pts</p> <p>Moves only slightly or not at all beyond expected “textbook” data. Recognizes only one connection among ideas or solutions—or none.</p> <p>Given time, it seems that the presentation might fail to inspire questions among students, aside from a request to explain the topic in more detail. Seems directed only to the instructor, or to no one.</p>

III. Annotated Weekly Schedule: +50% international titles. 30 works considered international, with 5 additional optional international texts, and 24 works not. 5 optional domestic readings.


Date	Topics + Homework	Assignments
	<p>Introductions and course overview</p>	
<p>Tuesday January 14</p>	<ul style="list-style-type: none"> • Summary: We will meet each other, learn the objectives for the course, review best study habits, and prepare for the next class meeting. • Required Readings/Works: No work needed for the first day of class. Check out this website if you want to explore: https://www.revaluingscare.org/ • If the topic is of interest, read: Schulte, Brigid. “Prologue: Meaning, Fairness, Cooperation.” <i>Over Work: Transforming the Daily Grind in the Quest for a Better Life</i>. 2024. pp. 1-27. (30 p.) • You can find the above reading, using the VPN, under COURSE RESERVES on the Canvas website for class. From the Ares website, just click on <i>View Item</i>. 	<p>Complete the reading assignment before class next time. See the next week for those reading assignments. Plan to sign up for a date to Lead Class Discussion.</p>
<p>Optional Lecture: Wednesday, January 15</p>	<p>Chris Furlow, Gainesville Citizens for Active Transportation. 11:45-12:35. Fine Arts C Room 201.</p>	<p>If you attend this lecture, you may skip one day of reading aloud from your notebook (i.e. receive a grade of complete for one reading.) You must take a selfie of yourself at the lecture, at the end, in order to receive credit. Show Professor Hind the selfie.</p>
	<p>Care labor Chronology</p>	
<p>Thursday, Jan. 16</p>	<ul style="list-style-type: none"> • Summary: We will cover a chronology of care labor from the advent of industrial capitalism through the neoliberal “gig” economy. Students should learn the different stages of social reproductive labor and how broader economic shifts brought them about. • Required readings for Class: 	<p>Sign up: Lead Class Discussion if you haven’t already.</p> <p>Class Discussion 1.</p>

Date	Topics + Homework	Assignments
	<ul style="list-style-type: none"> • Borris, Eileen and Jennifer N. Fish. “ ‘Slaves No More’: Making Global Labor Standards for Domestic Workers.” <i>Feminist Studies</i> Vol. 40, No. 2 (2014), pp. 411-443. (32 p.) International • Nadasen, Premilla. “What Is Social Reproduction and Why Should I Care?” <i>Care: The Highest Stage of Capitalism</i>. 2023. pp. 55-81. (26 p.) • If the topic is of interest, read Cummins Muñoz, Elizabeth. “Motherland.” <i>Mothercoin: The Stories of Immigrant Nannies</i>. 2022. pp. 7-21. (16 p.) 	<p>Class Discussion 2.</p>
Tuesday, Jan. 21	<ul style="list-style-type: none"> • Required readings for Class: • “Who Cares for the Caregivers?” <i>n+1</i> editors pp. 1-8 (7 pages) • Cowan, Ruth Schwartz. “How We Get Our Daily Bread, or the History of Domestic Technology Revealed,” <i>OAH Magazine of History</i>, pp. 9-12 (3 pages) • Hochschild, Arlie and Barbara Ehrenreich, <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i>, Introduction (1-14) (13 pages) International • If the subject is of interest, read Blair-Loy, Mary. “Introduction.” <i>Competing Devotions: Career and Family among Women Executives</i>. 2003. pp. 1-18. 	<p>Class Discussion 3.</p> <p>Class Discussion 4.</p> <p>Class Discussion 5.</p>
	<p>Care labor in context, including experiments in utopian living.</p>	
Thursday, Jan. 23	<ul style="list-style-type: none"> • Summary: We will study alternative forms of care, more specifically how care labor has been carried out in various contexts, including experiments in utopian living.. We will also consider the finances of paid leave for eldercare in the US for the “sandwich generation.” • Required readings for class: • Grant, Susan. “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 • Hamilton, Carrie. “Sexual Politics and Socialist Housing: Building Homes in Revolutionary Cuba,” <i>Gender & History</i> (pp. 608-627) (21 pp) International 	<p>Class Discussion 6.</p> <p>Class Discussion 7.</p>

Date	Topics + Homework	Assignments
	<ul style="list-style-type: none"> • “The High-Wire Act of Caregiving and Saving for Retirement.” <i>The New York Times</i>, 1 page. https://www.nytimes.com/2023/09/09/business/retirement-paid-leave-caregiving.html 	
Tuesday, Jan. 28	<ul style="list-style-type: none"> • Summary: Students will continue to compare and contrast different models of social reproduction and care from different eras, nations, and intentional communities. We will look at shifts in Chinese television, the utopian experiment of the kibbutz, and rented family members in Japan. The assignments include a documentary • Required readings for class: • Batuman, Elif. “Japan’s Rent-A-Family Industry” <i>The New Yorker</i> (10 pp) International • Lee, Haiyan. “Nannies for Foreigners: The Enchantment of Chinese Womanhood in the Age of Millennial Capitalism.” <i>Public Culture</i>. Vol. 18, No. 3 (2006), pp. 507-529. International • Israeli Boy: Life on a Kibbutz (16 min) (documentary) https://www.youtube.com/watch?v=BFT09Jm3pV0&t=115s International • **If interested in topic, please see this longer documentary available on the library’s Kanopy subscription. Freilich, Toby Perl. <i>Inventing Our Life: The Kibbutz Experiment</i>. First Run Features. 2010. (79 min) https://www.kanopy.com/en/ufl/video/110184?frontend=kui International • SKIM ONLY: Aviezer, Ora, Marinus H. Van IJzendoorn, 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> (17 pp.), International 	<p>Class Discussion 8.</p> <p>Class Discussion 9.</p>
	Cinema and Care , Part I	
Thursday, Jan. 30	<ul style="list-style-type: none"> • Summary: We will examine our now familiar topics through the arts, specifically with a Mexican film. • Required watching for class: • <i>Roma</i>, directed by Alfonso Cuarón (2 hr 15 min) https://ufl- 	Class Discussion 10.

Date	Topics + Homework	Assignments
	flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990374798670306597 International	Class Discussion 11.
	Migration, gender, and geopolitics vis-à-vis labor patterns in the West	
Tuesday, Feb. 4	<ul style="list-style-type: none"> • Summary: We will study practices of both remunerated and unremunerated elder and childcare in developed nations, paying close attention to how migration, gender, and geopolitics map onto labor patterns in the West. Students will learn about labor trends associated with globalization and the global shift to the “pink-collar” or affective economy. This is a high-volume reading week, so plan ahead. • Required readings for class: • Glenn, Evelyn Nakano. <i>Forced to Care</i>, Chapter Six: Neoliberalism and Globalization (pp. 152-182) (30 pp); International • Shteyngart, Gary. “Crying Myself to Sleep on the Biggest Cruise Ship Ever.” (10 pages) <i>The Atlantic</i>. 4 April 2024. International • Collins, Caitlyn. <i>Making Motherhood Work</i>, Ch. 6 “The United States: We Can’t Figure Out How to Do It All At the Same Time,” p. 196-245 (49 pages) 	Class Discussion 12. Class Discussion 13. Class Discussion 14.
	Cinema and Care , Part II	
Thursday, Feb. 6	<ul style="list-style-type: none"> • Summary: We will continue discussing films that portray care labor and domestic work, this time with a pick from Chile. • Required watching for class: • <i>La nana</i>, directed by Sebastián Silva (1h 35 min) https://www.digitaliafilmlibrary.com/film/324 International 	Remember: Assignment Due Feb 20. 500-700 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. Class Discussion 15. Class Discussion 16.

Date	Topics + Homework	Assignments
	<p>Harn Art Museum Visit</p>	
<p>Tuesday, Feb. 11</p>	<p>Summary: We will visit the campus art museum, the Harn, and look for depictions of care labor/domestic work in paintings, drawings, photography, and sculpture. We will also watch films pertaining to these topics and discuss them in class.</p> <ul style="list-style-type: none"> • Visit to the Harn, Meet at the Museum <p>INFORMATION FOR STUDENTS: We welcome university students to the museum. The following information will be helpful in preparing for your visit.</p> <p><u>GETTING TO THE HARN</u></p> <p>The Harn is located on Hull Road, near SW 34th Street, and across the street from the <i>Southwest Recreation Center</i>.</p> <p>For a map of the location of the Harn at UF, click here.</p> <p>Vehicle parking requires a UF parking decal (green or better), or is \$4.00 (limited space). Parking is free after 3:30pm on weekdays and all day on weekends. Bike parking is always free.</p> <p>Biking From central campus, bike westward past Lake Alice until Museum Road terminates at Hull Road, turn right, pass the SW Recreation Center, take the next left and you are there—should take about 10 minutes from the Century Tower. Bike racks are available in the surface lot and in the covered parking structure.</p> <p>RTS BUSES TO THE HARN & NEARBY: *Be sure to check for route changes caused by campus construction.</p> <ul style="list-style-type: none"> • The full schedule is here: http://go-rtcs.com/# • The real-time bus tracker is here: https://riderts.app/map <p><u>Routes to/near the Harn, Mon-Fri (remember to use links above to check for changes especially due to campus construction):</u></p> <ul style="list-style-type: none"> • Campus - #118, #125, #126 • City - #20, #21, #28 [stops nearby], #33, #34 [stops nearby] <p>Look for this building (near the Natural History Museum and across the street from the Southwest Recreation Center) –</p>	<p>Prepare for the visit to the Harn Art Museum. You will need extra time for transit. Take notes while watching the films and visiting the art museum. No pens allowed in art museum. Prepare yourself to identify art during this visit to the Harn that communicates/connotes/points to some important facet of care labor or caregiving. For our next class, you will write 500-700 words on one or two artworks from the collection. You may choose one piece of art only if you pick an international artist (non-US based or born) or an artwork that reflects thinking about a country other than the US. If you pick an artwork created by someone born or based in the US, or themed about the US, please choose a second piece that reflects an international theme or is by a non-US person. Be prepared to explain your choices in class discussion. You can get started on this task before the visit by exploring the webpage for collections at the Harn Museum of Art: https://harn.ufl.edu/collection/s/ Remember, everyone in class has access to the same museum. Think about what your specific personal experience contributes to your perspective on a given piece of art. You may also</p>

Date	Topics + Homework	Assignments
	 <p data-bbox="347 1008 544 1039">In The Galleries:</p> <ul data-bbox="397 1039 1015 1354" style="list-style-type: none"> • No gum, food or beverages in the galleries. You must check backpacks and larger bags (and food and bottled drinks) at the front desk. • Please bring pencils for note taking (no ink; the Harn has loaner pencils)!!!! • Masks are welcomed to be worn in all buildings at UF. • Feel free to take photographs without a flash. • Visitors with backpacks will be asked to deposit them securely at the front desk. <p data-bbox="347 1375 1015 1438">For a list of artworks that we may see during our visit, see the end of the syllabus and below.</p> <p data-bbox="347 1438 868 1470"><u>Works from storage to view in the classroom.</u></p> <ul data-bbox="397 1470 1031 1816" style="list-style-type: none"> • 2010.43.1 Käthe Kollwitz (German, 1867 - 1945). Mütter ihre kinder beschirmend (Mothers Protecting Their Children). 1918 • 2010.44.62 Winslow Homer (American, 1836 - 1910). Our Watering Places. Undated (circa 1870) • 2009.29.2 Bea Nettles (American, born 1946). Chicken in Pot. late 1980's • 1989.12.1 Andy Warhol. Soup Can, Vegetarian Vegetable. 1964 • William Hogarth (English, 1697 - 1764). And the Child Grew...His Name Moses <p data-bbox="347 1837 584 1879"><u>Works in the gallery</u></p>	<p data-bbox="1047 323 1421 682">want to think about what your goals for professional development at UF and beyond might help you to see when you examine the caregiving topic in the context of the art collection. FYI: We may view some pieces kept in storage and brought out just for our class.</p>

Date	Topics + Homework	Assignments
	<p>Stevan Dohanos (American, 1907 - 1994). Trailer Park Garden. 1951</p> <p>Hale Woodruff (American, 1900 - 1980). Native Forms (study), from the series "Art of the Negro". 1950</p>	
	<p>Service and Stigma</p>	
<p>Thursday, Feb. 13</p>	<ul style="list-style-type: none"> • Summary: We will consider the term <i>stratified reproduction</i>, as well as the experience of men vis-à-vis care labor, as they work as butlers and academics. • Required readings for class: • Colen, Shellee. "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> ed. Faye D. Ginsburg and Rayna Rapp (pp. 78-102) (24 pp) International; • Muse, Daphne. "What It Was Really Like to Be a Black Butler in Mid-Century Washington." <i>The Atlantic</i>. 6 September 2013. • Cech, Erin. A. and Blair-Loy, Mary. "Consequences of Flexibility Stigma Among Academic Scientists and Engineers." <i>Work and Occupations</i>, Vol. 41, No. 1(2014), 86-110. (24 p.) 	<p>Class Discussion 17.</p> <p>Class Discussion 18.</p>
	<p>Oral analysis on art from the Harn</p>	
<p>Tuesday, Feb. 18</p>	<ul style="list-style-type: none"> • Summary: Most of the class, randomly selected, will present findings from their exploration of art in the Harn museum collection. • Assignment: 3-minute oral presentation of art essay • If the topic is of interest, read: Dow, Dawn Marie. <i>Mothering While Black: Boundaries and Burdens of Middle-Class Parenthood</i>. 2019. (The entire book is available through COURSE RESERVES. Just click on View Item.) 	<p>In-class 3-minute presentations on the art essay</p>
	<p>Remunerated food preparation and cleaning</p>	
	<ul style="list-style-type: none"> • Summary: We will finish the oral presentations on art and study remunerated food preparation and cleaning. In particular, students will learn about the sociological, psychological, and interpersonal 	<p>Assignment Due today: 500-700 words on the depiction of caregiving in and/or the relationship that you</p>

Date	Topics + Homework	Assignments
Thursday, Feb. 20	<p>dynamics between employers and workers, as well as coping and resistance strategies on the part of exploited workers.</p> <ul style="list-style-type: none"> • Required readings for class: • Kitcharoen, Pateeya. "An Ethnography of Restaurant Workers: Thai Women in England," <i>Asian and Pacific migration journal</i> (pp. 555-577) (22 pp) International; • Assignment: 3-minute oral presentation of art essay, continued 	<p>perceive between two pieces of art at the Harn Museum of Art.</p> <p>In-class 3-minute presentations on the art essay, continued.</p>
Tuesday, Feb. 25	<ul style="list-style-type: none"> • Summary: We will study how both unremunerated and remunerated care labor is distributed within the family. We will study the situation of migrant workers in California beginning in the 1980s and the stereotypes surrounding Filipina workers in Hong Kong, as well as introduce literature in the form of a short story as a means of exploring care. We will also contemplate a photography series. Photographer Dulce Pinzón depicts workers in the NY area who send money to relatives in Mexico as superheroes. • Required readings for class: • Hondagneu-Sotelo, Pierrette. <i>Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence</i>, Chapter 1 (pp. 3-28) (25 pp); • Constable, Nicole. "Filipina Workers in Hong Kong Homes: Household Rules and Relations," in <i>Global Woman</i> (pp. 115-141) (26 pp) International • Castellanos, Rosario. "Cooking Lesson," in <i>The Oxford book of Latin American Short Stories</i> (pp. 354-363) (10 pages). International • "The Real Story of the Superheroes (2004-2005)" by Dulce Pinzón (photographs). International https://www.alidaanderson.com/Artists/DulcePinzon/DulcePinzon.html 	<p>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.</p> <p>Class Discussion 19.</p> <p>Class Discussion 20.</p> <p>Class Discussion 21.</p>
	Campus and Family Labor	
Thursday, Feb. 27	<ul style="list-style-type: none"> • Summary: Students will learn how gender roles vis-à-vis social reproductive labor have shifted and/or 	

Date	Topics + Homework	Assignments
	<p>become entrenched within nuclear families in post-industrial societies. The texts assigned include a podcast. Also in the US context, we will take a look at how much time it takes to breastfeed an infant.</p> <ul style="list-style-type: none"> • Required readings for class: • “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; • Federici, Silvia. <i>Wages Against Housework</i> (pp. 1-8) (7 pp) International; • Hayden, Dolores. “Two Utopian Feminists and Their Campaigns for Kitchenless Houses,” <i>Signs</i> (pp. 274-290) (16 pp); International • Podcast “Helen Hester and Nick Srnicek: Health and the Home After Work.” (48 min) https://podcasts.apple.com/ie/podcast/helen-herester-and-nick-srnicek-health-the-home-after-work/id1 International 	<p>Class Discussion 22.</p> <p>Class Discussion 23.</p>
<p>Tuesday, March 4</p>	<ul style="list-style-type: none"> • Summary: How does care work unfold on campuses such as UF? We will read a study of janitors, coverage of a labor strike, and an article about a food service worker at the University of Virginia who performs emotional labor. • Required readings for class: • Perry, Brandi. “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/ • “The Exceptional Ms. Kathy.” <i>The Cavalier Daily</i> (1p) https://www.cavalierdaily.com/article/2023/03/th-e-exceptional-ms-kathy • Guest Speaker: María Isabel Shepherd, UF janitorial staff • Guest Speaker: Matthew Mueller 	<p>DUE: Annotated bibliography for research paper (5-7 sources)</p> <p>Be prepared to answer questions about your annotated bibliography</p> <p>Class Discussion 24.</p>

Date	Topics + Homework	Assignments
	<p>Oral Presentations on the Research Essay</p>	
<p>Thursday, March 6</p>	<ul style="list-style-type: none"> • Summary: Students will present their findings from their research papers, in the format of 3-minute presentations, selected at random. • 3-minute presentations: What is your topic? Why did you choose? What sources are you using to form your arguments? Why is it relevant? • If the topic is of interest, read: Roberts, Dorothy. "Spiritual and Menial Housework." <i>Yale Journal of Law and Feminism</i>. Vol 9. No. 1 (1997). pp. 51-80. (30 p.) 	<p>In-class 3-minute presentations on the research paper</p>
<p>Tuesday, March 11</p>	<ul style="list-style-type: none"> • 3-minute presentations on the research paper, continued. • Guest Speaker: María Isabel Shepherd, UF janitorial staff • Guest Speaker: Matthew Mueller 	<p>In-class 3-minute presentations on the research paper, continued</p>
	<p>Sex work and other forms of "bodily labor"</p>	
<p>Thursday, March 13</p>	<ul style="list-style-type: none"> • Summary: 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: • Constable, Nicole. "Reproductive Labor at the Intersection of Three Intimate Industries: Domestic Work, Sex Tourism, and Adoption," <i>Positions</i> (pp. 45-69) (24 pp) International; • Kang, Miliann. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons," <i>Gender & Society</i> (pp. 820-839) (19 pp) • If the surrogacy topic is of interest, read: Bhattacharjee, Dalia. "A Shift from <i>Home</i> to <i>Market</i>: 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 	<p>Due: Draft 1 of Paper 1 (500-800 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. Remember that gave an oral presentation on this topic BEFORE the final version is due.</p> <p>Class Discussion 25.</p> <p>Class Discussion 26.</p>

Date	Topics + Homework	Assignments
Tuesday, March 18, Thursday, March 20	<i>No class. Spring Break</i>	
	Sex work and other forms of “bodily labor,” cont’d	
Tuesday, March 25	<ul style="list-style-type: none"> • Summary: We will continue study practices of sex work and other forms of “bodily labor.” We continue our examination of how factors such as geopolitics, class, race, and gender influence power relations between worker and client. • Required readings for class: • Santos, Betania, Siqueira, Indianarae, Murray, Laura, et al. “Sex work, essential work: a historical and (necro)political analysis of sex work in times of Covid-19 in Brazil,” <i>Social sciences</i> (pp. 1-20) (19 pp) International; • Brents, Barbara G. 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) • If the sex work topic is of interest, read: Matthieu, Lilian. “French Abolitionism: From Eradicating Regulationism to Promoting Social Care.” <i>Trafficking and Sex Work: Gender, Race, and Public Order</i>. 2023. (15 pages) International 	<p>Due: Final version of Research Paper (1,000-1,250 words). Minimum four paragraphs: introduction, body, conclusion. Include a title. Must include a bibliography and cite a minimum of two sources. See rubric for style specifications and other expectations.</p> <p>Class Discussion 27.</p> <p>Class Discussion 28.</p>
	Physiological needs and mechanisms of caregiving, plus <i>matrescence</i>	
Thursday, March 27	<ul style="list-style-type: none"> • Summary: Caretaking might sound like a “squishy” or “soft” subject, but the so-called “hard” sciences produce data for us to consider regarding the physiological needs and mechanisms involved in forms of caregiving, specifically parenting. We will define the term <i>matrescence</i>. • Required readings for class: “Pregnancy Causes Lasting Changes in a Woman’s Brain.” <i>Scientific American</i>. https://www.scientificamerican.com/article/pregnancy-causes-lasting-changes-in-a-womans-brain/ (about two pages); 	<p>Class Discussion 29.</p>

Date	Topics + Homework	Assignments
	<ul style="list-style-type: none"> • “Fatherhood Lowers Testosterone, Keeps Dads at Home.” <i>Scientific American</i> https://www.scientificamerican.com/article/fatherhood-lowers-testosterone-keeps-dads-at-home/ (about two pages); • “Harry Harlow and the Nature of Affection: What Harlow’s Infamous Monkey Mother Experiments Revealed.” https://www.verywellmind.com/harry-harlow-and-the-nature-of-love-2795255 (about two pages) 	
	<p>Burnout and Restoration</p>	
<p>Tuesday, April 1</p>	<ul style="list-style-type: none"> • Summary: What happens when caregivers tire? Psychiatrists and psychologists have also looked at caretaking professions, with a substantial area of study on “burnout.” We will consider how the environment might affect these bodily processes. • Required readings for class: • “New Directions in Burnout Research.” <i>European Journal of Work and Organizational Psychology</i> (pp.686-691) (5pp.) International; • Hartig, Terry. “Restoration in Nature: Beyond the Conventional Narrative” <i>Nature and Psychology</i> (pp 89-151). Read only the introduction (2 pages) if this topic of environmental psychology is not of great interest to you; International 	<p>Consider caregivers in your beloved television and film mental archive. Why do you like these figures? How might their portrayal influence your understanding of the materials who have read so far?</p> <p>Class Discussion 30.</p> <p>Class Discussion 31.</p>
	<p>Medicine as it interacts with caregiving tasks, specifically prenatal and birth care, and Nurse Moral Distress</p>	
<p>Thursday, April 3</p>	<ul style="list-style-type: none"> • Summary: Students will consider the field of medicine as it interacts with caregiving tasks, specifically prenatal and birth care. In the context of Florida, what concerns arise around equity and inclusion in patient care? How about India and nurse burnout? • Required readings for class: • Salinas, Juan, Manisha Salinas, and Megan Kahn, “Douglas, Racism, and Whiteness: How Birth Support Workers Process Advocacy towards Women of Color,” <i>Societies</i> (pp. 1-15) (14 pp); 	<p>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.</p>

Date	Topics + Homework	Assignments
	<ul style="list-style-type: none"> • LeBaron, Virginia et al, “Nurse Moral Distress and Cancer Pain Management: An Ethnography of Oncology Nurses in India,” <i>Cancer nursing</i> (pp. 331-344) (13 pp) International 	<p>Class Discussion 32.</p> <p>Class Discussion 33.</p>
	<p>Neighborhood Care, Expectations for Home Health Aides, and Time Poverty</p>	
<p>Tuesday, April 8</p>	<ul style="list-style-type: none"> • Summary: How might the Dutch organize neighborhood care, such that preventative care dominates? In addition, students will consider the questions on the website for the hiring company named Indeed. What questions does the company think people should ask of potential caregivers? What do these questions reveal? Additionally, when it comes to unpaid care labor, have you heard the phrase “time poverty”? How do the burdens of unpaid care labor cause women to experience time poverty? • Required readings for class: • Brindle, David. “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 • Read the “Caregiver Interviewer Questions” on the job website Indeed. https://ca.indeed.com/hire/interview-questions/caregiver?gclid=Cj0KQCjw9fqNBhDSARIsAHlcQYTTpyYTaN3XGMI90BAE-JG8gRMKSPnlm3GegmS_WRoctQA8lQSeIEaAiLXEALw_wcB&hl=en&aceid=&co=CA&gclsrc=aw.ds (2pp) • Hyde, Elizabeth, Margaret E. Greene, and Gary L. Darmstadt, “Time Poverty: Obstacle to women’s human rights, health, and sustainable development,” (pp. 1-5) (5 pages) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7688061/pdf/jogh-10-020313.pdf, International 	<p>Class Discussion 34.</p> <p>Class Discussion 35.</p>
	<p>Education</p>	

Date	Topics + Homework	Assignments
Thursday, April 10	<ul style="list-style-type: none"> • Summary This week we will consider educational practices as they intersect with caregiving, student behavior, and academic outcomes. We will consider one academic study and one video on the effects and contexts of caring school instructors. The need for educators to reach beyond academic disciplines and address student trauma acknowledges that many of us have experienced violence, a theme we will consider on the collective level in terms of infrastructure. • Required readings for class: • Jaffe, Sarah. "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> 2021. pp. 83-110. (27 p.) • SKIM: Hughes, Jan and Qian Cao, "Trajectories of Teacher-Student Warmth and Conflict at the Transition to Middle School: Effects on Academic Engagement and Interest." <i>Journal of School Psychology</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5868433/ (pp. 148-162). (12 pages) • VIDEO "Children, Violence, and Trauma—Interventions at Schools." Office for Victims of Crime. https://www.youtube.com/watch?v=49GzqPP7YYk (8 min) • If topic is of interest, skim: Heinz, Manuela. "Why choose teaching? An international review of empirical studies exploring student teachers' career motivations and levels of commitment to teaching." <i>Educational Research and Evaluation: An International Journal on Theory and Practice.</i> Vol. 21, No. 3 (2015), pp. 258-297. (39 p.) International 	<p>Class Discussion 36.</p>
	<p>Infrastructure and Care</p>	
Tuesday, April 15	<ul style="list-style-type: none"> • Summary: Urban design sets up conditions that determine qualities of and expectations for caretaking priorities. As a driver, if you have ever resented a school zone speed limit of 20 mph, only to find as a cyclist or pedestrian, you <i>need</i> the 20-mph limit, you understand the intention of this regulation. We will think about attempts to reform civil engineering priorities, and how difficult these 	<p>Due: Draft 1 of Paper 2 (500-800 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.)</p>

Date	Topics + Homework	Assignments
	<p>reforms can be, using the context of Mexico City as well as the US.</p> <ul style="list-style-type: none"> • Required readings for class: • VIDEO: “Stroads Are Ugly, Expensive, and Dangerous (and They’re Everywhere).” https://www.youtube.com/watch?v=ORzNZUeUHAM (18 min) International; • Zárate, Lorena. “Mexico, Mobility, and the Right to the City.” 199-217. (19 pages). International • “The City Looks Different When You’re Older: When Crosswalks Are Dangerous,” <i>The New York Times</i>. (1 page; option for audio only) • For a vision of streets that work better than “stroads,” please consult the PDF file <i>Designing Streets for Kids</i>. International Available in the files on Canvas. Use the search function to find a city or country that interests you, such as Colombia, Spain, or Mexico. The search term “Mexico City” will pull up projects of particular interest to Professor Hind’s area of research. • If the flip side of transit, that is housing, is of interest, read: Karaagac, Esra Alkim. “Caring for Debt: Women’s Work in Istanbul’s Mass Housing Estates.” <i>Urban Geography</i>. Vol 44, No. 9 (2023), pp. 1931-1950. International • This material will be easier if you have attended the lecture on Wednesday, January 15 by Chris Furlow. 	<p>Complete or incomplete. See rubric for style specifications.</p> <p>Class Discussion 37.</p> <p>Class Discussion 38.</p>
	<p>Self-care, Radical Care, and Imprisonment Parenting</p>	
<p>Thursday, April 17</p>	<ul style="list-style-type: none"> • Summary: We will consider examples of care and care work in business and industry, specifically the self-care industries, which commodify and commercialize practices of caregiving. How have some actors have resisted their assimilation into contemporary capitalism with its pressure for self-care? Students may wish to have examples of strategies for wellness and productivity that they have adopted (or abandoned) as supplemental data for discussion. • Required readings for class: • Kim, Jina B. and Sami Schalk, “Reclaiming the Radical Politics of Self-Care: A Crip-of-Color 	<p>Contemplate your self-care strategies in terms of resistances or assimilations. Be prepared to discuss these experiences.</p> <p>Class Discussion 39.</p>

Date	Topics + Homework	Assignments
	<p>Critique," <i>The South Atlantic Quarterly</i> (pp. 325-341) (16 pp)</p> <ul style="list-style-type: none"> • Haney, Lynne. "Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment." <i>American Journal of Sociology</i>, Vol. 124, No. 1 (2018), pp. 1-48. • Assignment: Your self-care strategies: resistances or assimilations? 	
Tuesday, April 22	<ul style="list-style-type: none"> • Summary: Students will contemplate how self-care industries developed in tandem with social media. We will also consider the paradox that flexible work schedules can lead to overwork. • Required readings for class: • Chun, Heejung. "Introduction: The Flexibility Paradox and Contexts." <i>The Flexibility Paradox</i> by (1-19 pp). (18 pages). International • Elmhirst, Sophie. "The Rise and Fall of the Trad Wife." <i>The New Yorker</i>. 29 March 2024 • Bring laptops to class for evaluations. 	<p>Due: Final Draft of Paper 2 (1,000-1,250 words)</p> <p>Class Discussion 40.</p>

A list of artworks and an exhibition that we may see during our visit to the Harn art museum (a list created by Dr. Eric Segal, Director of Education and Curator of Academic Programs for the Harn Art Museum)

Harn staff created wall labels for photographs for this exhibition: <https://harn.ufl.edu/exhibitions/windows-mirrors/>

ON VIEW IN GALLERIES

Stevan Dohanos (American, 1907 - 1994)

Trailer Park Garden

1951

THEMES: I'm interested in the gendered roles of women caring for gardens and domestic life while men care for cars in this snowbird trailer park scene.

Hale Woodruff (American, 1900 - 1980)

[Native Forms \(study\), from the series “Art of the Negro”](#)

1950

THEMES: Woodruff is an African American artist articulating a historical lineage for Black artists that is not limited to a narrative derived solely from European precedence. Caring, here, is in creating a Black artistic identity with ancient roots to establish a non-derivative foundation. He taught at Atlanta University and sought to instill students with a sense of pride in their cultural heritage.

Anne Noggle (American, 1922-2005)

[Stellar by Starlight #3](#)

1985

THEMES: Noggle depicts herself gloriously, celebrating her aged body and surrounding herself with young men.

FROM STORAGE

Käthe Kollwitz (German, 1867 - 1945)

[Mütter ihre kinder beschirmend \(Mothers Protecting Their Children\)](#)

1918

THEMES: mothers and caregiving in times of fear, danger and hopelessness.

William Hogarth (English, 1697 - 1764)

[And the Child Grew...His Name Moses](#)

1752

THEMES: story of Moses. Self-sacrifice of his mother Rebecca giving him up to Pharaoh's daughter while pretending to be a mere nursemaid.

Bea Nettles (American, born 1946)

[Chicken in Pot](#)

late 1980's

TOGETHER WITH

Andy Warhol

[Soup Can, Vegetarian Vegetable](#)

1964

THEMES: Discuss nurturing and cooking and commercial food production.

Winslow Homer (American, 1836 - 1910)

[Our Watering Places](#)

Undated (circa 1870)

THEME: Gender, caregiving and emasculation: post-Civil War this 'empty sleeved' veteran is driven his wife who learned to take the reins while he was deployed. He is clearly not grateful for her ability to assist him.

Jamini Roy (Indian, 1887 - 1972)

[Mother and Child](#)

undated (possibly 1950s)

THEME: maternal caring

Ethiopian Artist

[Triptych Icon](#)

Late 17th - early 18th Century

THEME: maternal caring / Christ

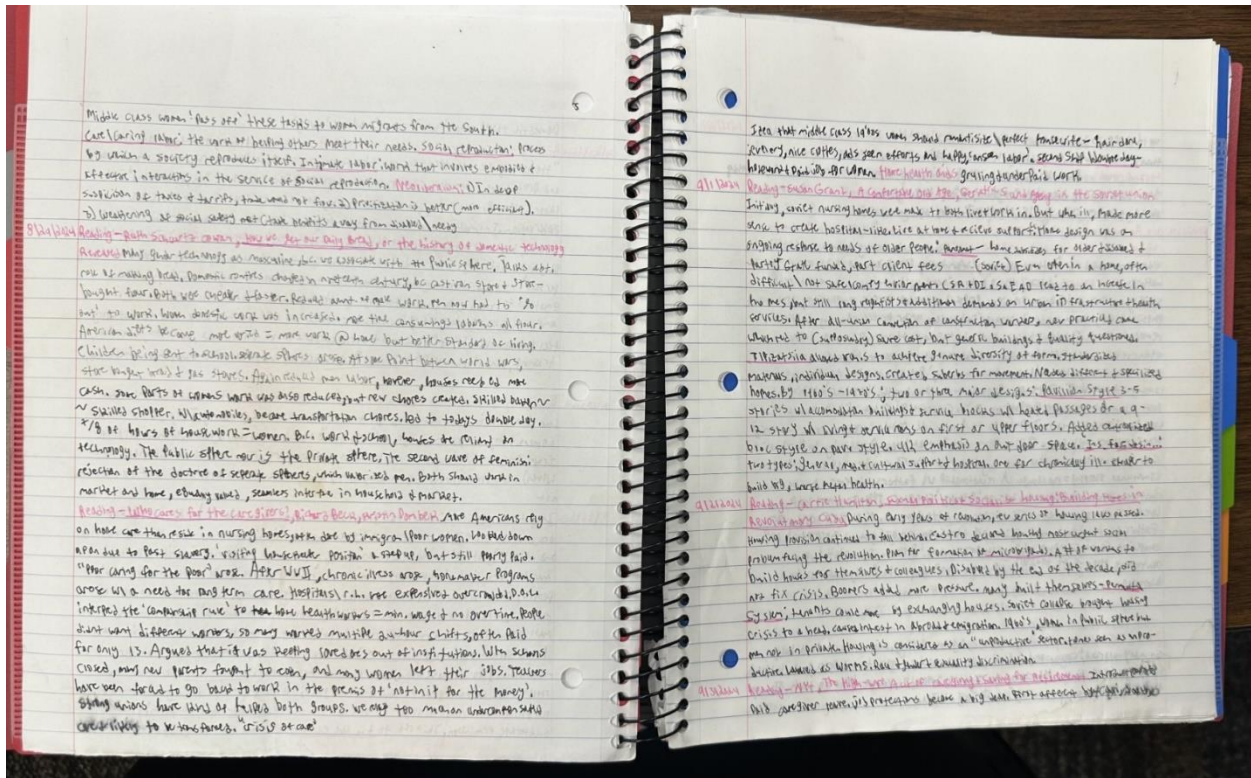
Photographs of a prior student's notes for this course:

Domestic tasks: what? who? when? where? why?

4/23/2024 Reading - Rebecca Parsons & Ellen Boris: Intimate Labor: Linking of intimate and labor - "the joining of such terms denies the separation of home from work, work from labor, and production from non labor that has characterized capitalist industrialization." Int. labor = unpaid, manual, sex, feminis touch, crosses personal boundaries, close observation. Intimate labor common attributes: interdependent relations, unpaid jobs of women, low class activity. provide physical, int. affective, emotional needs. Involvement & physical intimacy. I.L. leads to "knowledge & attention that is not visibly available to third persons" - Virtual Zöcker emotional labor "face-to-face labor in which one displays certain emotions to induce particular feelings in the client/customer" - Arlie Hochschild. emotional distance: deep acting (fake) of emotion so one does not have to actually feel affective labor. Conditions & social constructs of motherhood, subsistence, education, training, mental requirements - Isabel Baraka, caring work has strong emotional attachments.

4/23/2024 Reading - Arlie Hochschild & Barbara Ehrenreich: Global Women, Intimate Labor. Claims women have done better in this in world by turning over children & elderly. They go to other women. Many migrants are of different race and discriminated against. Women do the farm work to fill countries to be sold, sex workers, etc. But the transition (and of women) more first world women the more they take tradition or roles but men are not.

8/13/2024 Industrial revolution: when raw goods were brought to Europe to be processed. Revolved on factory system born into the system. factory system: setting up many machine factories and working in it. This was early, replaced by industrial revolution. Before machines, factory system: everything comes from agriculture, more people going into it and less people, could not have up social ladder. Suburban farming: factory system, lots of children, tasks pretty much spaced. We then moved to traditional family dynamic, led to mass production for the first time. Also led to factory (tenant housing). Led to private and public spheres of life. Modernization: less gov. regulations, each person has their own responsibility to be successful, more economic regulations. Globalization: the world could not form the old way place to source their goods, led to migration from global south to north. Globalization: globalization of the world, second-wave feminism, globalization of suffrage feminism. This led to the age of economy, as well as globalization, globalization.



Advice from 18 students who took this course in fall 2024

[Two professors co-taught in the first iteration; hence the plural *professors*.]

1. Tips:

- Take notes on the reading, it will help for readiness assessments
- Talk with your peers! We will be talking about some taboo topics and discussing them with people you are comfortable with definitely makes the conversation more engaging.
- Start writing your papers early, because if you get stuck you can go to class or office hours, or even learn new information in class that you might want to add.
- Bring a notebook to take notes so you don't get distracted by technology.
- Come to class a little bit early. For me it helped me to become closer with my peers and the professors.
- Don't be afraid to share personal experiences, hearing about other people's personal lives helps make the class more casual and enjoyable.

2. My advice to the students next semester is to do the readings early, and to be very proactive if you need an extension, deadline or help with office hours. Professor Hind's office hours helped me a lot with my writing.

3. My best advice is to learn how to skim readings! Reading all of the content can be overwhelming, so learning how to grasp the concepts without spending hours on a single reading is key.

4. My suggestion for future students who will take this class would be to be involved in discussion as they are usually filled with many deep, meaningful, and thoughtful insights and opinions. That in my opinion is the best part of this class.
5. My advice to future students will be to take an hour and a half before each readiness assessment to review the documents for the past couple of weeks and to have any upperclassmen friends you have to read your essays.
6. --Start Readings Early
--Base course work in own interests
7. My advice for future students: **DO THE READINGS**. Copy and pasting the text into AI and asking for a summary will not cut it for any of the articles; the assessments are way too detailed to get by on just a summary. Likewise, it is also not enough to just read the introduction, the first and last sentence of each paragraph, and the conclusion. While this is normally a pretty valid summarization tactic, again, it will not work for this course.
8. **TIPS FOR THE CLASS**
 - For readiness exams, focus on the longer articles that were discussed more in class, the shorter articles aren't as relevant.
 - Try to read the articles, but skimming over them/creating a summary can be useful and is better than nothing.
 - You have to come to class. Attendance is a large part of the grade and is very important.
 - You can say whatever you want. Nobody will judge you.
9. Tips for freshies in the Spring: Start the readings early and take notes / summarize readings so that you're well prepared for quizzes.
10. To the students taking this class next Spring & Fall, please do the readings **NOT** the morning before class because you will end up forgetting everything anyway as soon as you walk into the classroom for the Readiness Assessments.
11. Advice to future students: Review the readings in depth before the assessments, you will probably struggle to remember details or maybe the articles as a whole if you do not. Also make sure to ask questions especially when it comes to essays and take the feedback on the first drafts very seriously.
12. Advice for future students:
 - It's better to skim through readings than skip them entirely
 - You have to participate to get participation points
 - Professor Hind is particular about writing style; make sure to learn what she doesn't like.
13. My advice to future students is to give themselves enough time to read and thoroughly understand the material and to keep notes of all the readings to refer back to when preparing for Readiness Assessment Quizzes. Also, when writing their essays give themselves enough

time to think deeply about their topics and conduct enough research to develop a strong thesis and well-constructed essay.

14. Advice for future students: Keep in contact with the professors, because they are understanding and nice. For the readings, it helps to do a brief skim before class to make sure you know what you read.

15. The best advice I have for future students is to take advantage of office hours.

16. Advice to students: I read the readings the first day they are assigned so I do not forget. Additionally, I am a slow reader, so I know that if I read every word I would be reading all day. I recommend skimming and close reading sections that you think will be important. You do not have to read every single word of the reading. As long as you understand the concepts and can discuss them, you will be fine. If you struggle to understand a concept, that is a case in which you should read the entire article.

17.

- Listen actively
- Don't feel pressured to talk all the time for participation points. Just make sure you have something that will add meaning to the discussion
- Spread readings out throughout the week so you don't have to read them all at the same time.
- Develop new ideas on class papers, deviate from points already made in class but just make sure they connect.

18. Tips:

- At least skim material always even if you don't have much time
- Make sure you stay on top of deadlines
- Communicate with your professor with any conflicts
- Go to office hours regarding writing and other assignments you want to discuss or need clarification on
- Participate in class frequently it is engaging and gets you your points
- Listen actively because people make good points

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) *Autobiographical Essay, 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). *Autobiographical Essay, Analytical Research Papers, Oral Presentations, Experiential Components including the Essay on caregiving in an artwork at the Harn Museum*

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 write an *Autobiographical Essay* that details some of these ideas and experiences, and they 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.ua.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.bluera.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/>