

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

## Quest 2

### I. General Information

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#### Class Meetings

- Fall 2024
- In-person, 35 students
- Tuesday Periods 5-6 (11:45-1:40pm in Computer Sciences and Engineering E222) and Thursday Period 6 (12:50-1:40pm in Matherly 0117)

#### Instructor

- Meg Weeks
- Grinter 378
- Office hours: Tuesdays and Thursdays, 2:30-4pm and by appointment
- [weeksm@ufl.edu](mailto:weeksm@ufl.edu)

#### Instructor

- Emily Hind (rhymes with "Kind.")
- Grinter 362
- Office Hours: Tuesdays, 10am-11:15am, Thursdays, 9:30am-12:15pm and by appointment
- [ehind@ufl.edu](mailto: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

*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 and General Education Credit**

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

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

Quest 2 courses provide an opportunity for students to engage in thought-provoking General Education coursework that builds on and expands upon their Quest 1 experience in the Arts and Humanities. If Quest 1 courses ask what it means, Quest 2 courses ask what we can do. Quest 2 courses invite students to encounter important real-world issues that cut across disciplines. They introduce scientific methods

and discourse for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and /or the planet today.

## Required Readings and Works

Materials and Supplies Fees: n/a

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

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

If you like, please purchase the recommended writing guide:

*Williams, Joseph. Style: The Basics of Clarity and Grace.*

## II. Graded Work

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### Description of Graded Work

10% Attendance

10% Participation

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

10% Autobiographical Essay

10% Essay on an Artwork

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

15% Prompt-based paper (with first draft and final version)

10% Oral presentations (2)

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 three days beyond the assignment’s original due date. Students must request the extension by emailing both instructors.

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 final grade. Ergo, the fourth absence subtracts 2% from the total final grade. The fifth absence causes a 4% deduction from the total final grade. A sixth absence triggers a 6% loss from the total final 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 instructors 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.) Each student is expected to come to class prepared to listen actively to the other students and the professors, 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 preparation. Don't let one bad homework session snowball into missed class, which will only set you back when it comes to catching up with *two* homework days. Ideally, students will come to class punctually, listen to others, contribute to activities as appropriate, and avoid dominating the conversation. Civility matters. One participation grade will be given to each student for each class meeting.

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

A word on screen time: **No texting, chatting, or otherwise communicating with people outside the classroom during class.** If you cannot put your screen away, please keep that screen clean so that you are not distracting those who manage attention issues. A Word document for notetaking is a clean screen. The day's reading is a clean screen. A website for another class is not. (Yes, everyone behind you can read your laptop screen, and in the case of phones, just about everyone near you will be able to see what app you are using. "Everyone" includes the professors. We have eyes.) To reiterate: **Absolutely NO texting on phones or chatting from laptops in class, please.** Be prepared to leave class if you are texting or chatting. A professor will ask you to do so. **If you are struggling with compulsive screen behavior, please ask a professor to babysit your phone or laptop.** Don't worry! We will place your device near the computer monitor, where you can retrieve it at the end of class. No judgment.

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 exceptions. If an absence is excused, please be in touch with the professors 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 request should be made at the end of the semester.

10% **One autobiographical essay.**

500-1,000 words. (See rubric for written assessments, final version; complete or incomplete). Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced. The longer papers that you will write may also ask for personal reflection. This first assignment differs because autobiographical material forms the main source of information. Any library resources or sources assigned for class

discussion may supplement the thinking, but the star here is you. What personal experience guides your interest in or thinking about caretaking? Does your personal experience illuminate the research that you have studied so far? If so, how? If not, explore the discrepancy. This autobiographical essay on one aspect of caretaking as it relates to your personal experience should be a polished product.

**You must cite at least one source.** The path of least resistance is to draw from a source we discussed in class during the first week. Use a bibliography and document the source using your preferred bibliographic style, such as MLA, Chicago, or APA.

Make sure that your autobiographical essay reckons with what *you* think. Each student should explain through this assignment what they think, why they think it, and what the implications of those thoughts entail for themselves and others.

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

500-1,000 words. (See rubric for written assessments). Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced. Write on art 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.

**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 our permission to decide on your own interests. The four steps intend to help you "start before you are ready" so that you have time to change topics and ask the library for help with finding still more sources. These four steps are:

Grade breakdown for the research paper:

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

**4% Annotated bibliography.** (See rubric). Five to seven sources, listed in the bibliographic format of your choice. Times New Roman, 12 pt, one-inch margins, double spaced. Use peer-reviewed sources when possible. 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. We will give you credit for disappointments! Just list the dead-end sources and explain why they are not helpful for your paper.

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 it wreck your grade.

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 as a properly formatted source.

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

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

The first paper will respond to one of three prompts. See below.

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 Artificial Intelligence can produce many texts, but it cannot explain your personal experience. Only you can do you.

**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). 2,000-2,250 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 instructors. The prompts will ask you to reflect on our readings and synthesize some of the main ideas from the course. You will be asked to give your own ideas about how the readings and course themes relate to issues of care and caregiving you observe in your own lives.

5% **First Draft**

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

10% **Two oral presentations.** (See rubric.) Each student will present twice, for three minutes and no more for each presentation, as timed by a professor. We will interrupt you at three minutes. One presentation will gloss the contents of the analytical research paper turned in near the date of the presentation. The second will present 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 professors, who will already be familiar with your topic owing to the four steps of a research paper that they have graded. Make sure the students understand your thesis statement and how you supported it. Explain what you learned. If you wish, cover the personal connection discussed in the paper.

## Grading Scale

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

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

## Grading Rubric(s)

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

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

/100

	Great	Good	Average	Poor	Absent
	19-20	16-18	9-15	2-8	0-1
<b>Analysis</b>	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.
<b>Evidence</b>	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.
<b>Organization</b>	19-20	16-18	13-15	7-12	0-6
	Each paragraph is focused and in the proper order. Introduction and conclusion are complementary. Excellent transitions. In the main, content and not vocabulary, achieves the transition.	Each part of the paper is engaging, but better transitions, more/fewer paragraphs, stronger 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.	Little or no organization.
<b>Language Maturity</b>	10	8-9	6-7	4-5	0-3
	Creative word choice and sentence structure enhance the meaning and focus of the paper. Special	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	Frequent and serious grammatical mistakes make the meaning unclear.



	attention to precise verbs. Avoids cliché.			informal expression.	
<b>Style/Voice</b>	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.
<b>Citations</b>	10	9	7-8	4-6	0-3
	All evidence is well cited in appropriate format.	All evidence is cited, but with minor format errors.	Good citations but not enough of them.	Some citations but either incomplete or inappropriate.	Almost entirely without citations. Or AI-generated content.

### Rubric for abstract

/10

	Great	Absent
	2	0
<b>Basic specifications</b>	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
<b>Text to study</b>	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.
<b>Aspect to study</b>	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.
<b>Language coherence</b>	4	0
	Precise and concise verbs. Language shows careful word choice and thoughtful proofing. It seems likely that the student read the prose aloud before turning it in.	Only basic or vague verbs appear. Or the language requires extra sympathetic interpretation to understand. Or more words than necessary appear. (Wordy.) Or ambiguity impedes reading comprehension. Or, it seems clear that the student did not read aloud the prose. Odd rhymes, tiresome repetitions, or disjointed phrasing.

## Rubric for annotated bibliography

/10

	Great	Absent
<b>Bibliographic style</b>	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.  The reader does not know what kind of source is cited from the bibliographic data provided.  The reader probably could not find the source, based on the bibliographic details supplied.
<b>Basic specifications</b>	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.
<b>Annotation (aspect one)</b>	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.)
<b>Annotation (aspect two)</b>	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.
<b>Language coherence</b>	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)
<b>CONTENT</b>	<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 allowed, would lead to a discussion demonstrating basic understanding of sources. 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 professors. 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 professors instead of students. Or fails to mention reasons for interest in topic.</p>
<b>ORGANIZATION AND COHERENCE</b>	<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, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the audience. Speech is so fast that it is difficult to understand. Or speech is slowed to the point of incomprehension with lots of “ums.” Vocabulary is not prepared.</p>
<b>CREATIVITY and AUDIENCE INSPIRATION</b>	<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</p>

		only to the instructors, or to no one.
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Participation Rubric

/5

Excellent (5 points)	Good (4 points)	Average (3 points)	Unsatisfactory (0-2 points)
<p>Knowledgeable: Shows evidence of having done the assigned work.</p> <p>Thoughtful: Evaluates carefully issues raised in assigned work.</p> <p>Considerate: Takes the perspective of others into account and listens attentively.</p>	<p>All of the prior category evinced but one or more problems emerge:</p> <p>Enters slightly late.</p> <p>Doesn't speak to the entire class, but does speak when working in groups.</p> <p>Reluctant to follow directions, such as forming a group.</p>	<p>All of the achievements of excellent participation occur, but</p> <p>Enters very late. However, the student seems apologetic. Quiet entrance.</p>	<p>Does not demonstrate knowledge of the assigned work.</p> <p>Or does not evaluate carefully issues raised in assigned work.</p> <p>Or fails to take the perspective of others into account.</p> <p>Or fails to listen attentively.</p> <p>Or dominates class. Or never speaks, even in group work.</p> <p>Or texts or chats onscreen during class.</p> <p>Or enters very late and makes a show of it. Distracting to professors.</p>

**III. Annotated Weekly Schedule: 50% international titles. 35 works considered international and 35 works not.**

Week	Topics, Homework, and Assignments
Week 1,	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introductions and course overview</li> <li>• <b>Summary:</b> We will meet each other, learn the objectives for the course, review best study habits, and prepare for the next class meeting.</li> </ul>

Week	Topics, Homework, and Assignments
Aug. 22	<ul style="list-style-type: none"> <li>• <b>Required Readings/Works:</b> No work needed for the first day of class. Check out this website if you want to explore: <a href="https://www.revaluingscare.org/">https://www.revaluingscare.org/</a></li> <li>• <b>Assignment:</b> Complete the reading assignment before class next time. See the next week for those reading assignments.</li> </ul>
Week 2, Aug. 27	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, we will cover a chronology of care labor from the advent of industrial capitalism through the neoliberal “gig” economy. Our goal is for students to understand the different stages of social reproductive labor and how broader economic shifts brought them about.</li> <li>• <b>Required readings for Class 1:</b> Rhacel Parrenas and Eileen Boris, <i>Intimate Labors</i>, Introduction (pp. 1-12) (11 pages) AND Arlie Hochschild and Barbara Ehrenreich, <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i>, Introduction (1-14) (13 pages) <b>International</b></li> </ul>
Aug. 29	<ul style="list-style-type: none"> <li>• <b>Required readings for Class 2:</b> “Who Cares for the Caregivers?” <i>n+1</i> editors <a href="https://www.nplusonemag.com/issue-39/the-intellectual-situation/who-cares-for-the-caregivers/">https://www.nplusonemag.com/issue-39/the-intellectual-situation/who-cares-for-the-caregivers/</a>; Ruth Schwartz Cowan, “How We Get Our Daily Bread, or the History of Domestic Technology Revealed,” <i>OAH Magazine of History</i>, pp. 9-12 (3 pages)</li> <li>• <b>Assignment (Due August 29):</b> Autobiographical essay one. 500-1,000 words. My personal experience with one aspect of caretaking. Complete or incomplete. See rubric for style specifications.</li> </ul>
Week 3, Sept. 3	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, we will study alternative forms of care, more specifically how has care labor been carried out in different types of societies, including experiments in utopian living. The assignments include a documentary. We will also consider the finances of paid leave for eldercare in the US for the “sandwich generation.” Students will learn to compare and contrast different models of social reproduction and care from different eras, nations, and intentional communities.</li> <li>• <b>Required readings for class 1:</b> Susan Grant, “A comfortable old age: Designing care homes for older Soviet persons” in <i>Geriatrics and Ageing in the Soviet Union: Medical, Political and Social Contexts</i> (pp. 91-112) (21 pp); <b>International</b> AND Carrie Hamilton, “Sexual Politics and Socialist Housing: Building Homes in Revolutionary Cuba,” <i>Gender &amp; History</i> (pp. 608-627) (21 pp) <b>International</b> AND “The High-Wire Act of Caregiving and Saving for Retirement.” <i>The New York Times</i>, 1 page. <a href="https://www.nytimes.com/2023/09/09/business/retirement-paid-leave-caregiving.html">https://www.nytimes.com/2023/09/09/business/retirement-paid-leave-caregiving.html</a></li> </ul>
Sept. 5	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> Ora Aviezer, 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.), <b>International</b> AND Elif Batuman, “Japan’s Rent-A-Family Industry” <i>The New Yorker</i> (10 pp) <b>International</b> AND <i>Israeli Boy: Life on a Kibbutz</i> (16 min) (documentary) <a href="https://www.youtube.com/watch?v=BFTo9Jm3pV0&amp;t=115s">https://www.youtube.com/watch?v=BFTo9Jm3pV0&amp;t=115s</a> <b>International</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week and next, we will examine our now familiar topics through the arts, specifically cinema and visual art. We will visit the campus art museum, the Harn, and look for</li> </ul>

Week	Topics, Homework, and Assignments
<p><b>Week 4,</b> Sept. 10</p>	<p>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"> <li>• <b>September 10: Visit to the Harn, Meet at the Museum</b></li> <li>• <b>Assignment:</b> Remember to 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. <b>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 500-100 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: <a href="https://harn.ufl.edu/collections/">https://harn.ufl.edu/collections/</a> 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 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.</b></li> </ul>
<p>Sept. 12</p>	<ul style="list-style-type: none"> <li>• <b>Required watching for class 2:</b> <i>Roma</i>, dir. by Alfonso Cuarón (2 hr 15 min) <a href="https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990374798670306597">https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990374798670306597</a> <b>International</b></li> <li>• <b>Due September 12: Write 500-1,000 words</b> on the depiction of caregiving in and/or the relationship that you perceive between two pieces of art at the Harn Museum of Art.</li> </ul>
<p><b>Week 5,</b> Sept. 17</p>	<ul style="list-style-type: none"> <li>• <b>Summary:</b> In this first meeting of this week, we will continue discussing films that portray care labor and domestic work. In the second meeting, half the class, randomly selected, will present findings from their exploration of art in the Harn museum collection.</li> <li>• <b>Required watching for class 1:</b> <i>La nana</i>, dir. by Sebastián Silva (1h 35 min) <a href="https://www.digitaliafilmlibrary.com/film/324">https://www.digitaliafilmlibrary.com/film/324</a> <b>International</b></li> <li>• <b>Assignment (Due September 17):</b> 3-minute oral presentation of art essay</li> </ul>
<p>Sept. 19</p>	<ul style="list-style-type: none"> <li>• <b>Assignment (Due September 19):</b> 3-minute oral presentation of art essay, continued</li> </ul>
<p><b>Week 6,</b> Sept. 24</p>	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, 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.</li> <li>• <b>Required readings for class 1:</b> Evelyn Nakano Glenn, <i>Forced to Care</i>, Chapter Six: Neoliberalism and Globalization (pp. 152-182) (30 pp); <b>International</b> AND Jennifer Nazareno, Cynthia Crawford and Patricia Roach, “Between Women of Color: The New Social Organization of Reproductive Labor,” <i>Gender &amp; Society</i> (pp. 342-367) (26 pp.) <b>International</b>; AND Caitlyn Collins, <i>Making</i></li> </ul>

Week	Topics, Homework, and Assignments
	<p><i>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)</p> <ul style="list-style-type: none"> <li>• <b>In-class assignment:</b> 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.</li> </ul>
Sept. 26	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> Shellee Colen, “‘Like a Mother to Them’: Stratified Reproduction and West Indian Childcare Workers and Employers in New York,” in <i>Conceiving the New World Order: The Global Politics of Reproduction</i> ed. Faye D. Ginsburg and Rayna Rapp (pp. 78-102) (24 pp) <b>International</b>; AND Susan Cheever, “The Nanny Dilemma” in <i>Global Woman</i> (pp. 31-38) (7 pp) <b>International</b></li> <li>• <b>Assignment (Due September 5):</b> Typed abstract due</li> </ul>
Week 7, Oct. 1	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, we will study remunerated food preparation and cleaning. In particular, students will learn about the sociological, psychological, and interpersonal dynamics between employers and workers, as well as coping and resistance strategies on the part of exploited workers. We will also introduce literature in the form of a short story as a means of exploring these topics, as well as a photography series. Photographer Dulce Pinzón depicts workers in the NY area who send money to relatives in Mexico as superheroes.</li> <li>• <b>Required readings for class 1:</b> Patreeya Kitcharoen, “An Ethnography of Restaurant Workers: Thai Women in England,” <i>Asian and Pacific migration journal</i> (pp. 555-577) (22 pp) <b>International</b>; AND Rosario Castellanos, “Cooking Lesson,” in <i>The Oxford book of Latin American Short Stories</i> (pp. 354-363) (10 pages). <b>International</b> AND “The Real Story of the Superheroes” by Dulce Pinzón (photographs). <b>International</b> <a href="https://www.alidaanderson.com/Artists/DulcePinzon/DulcePinzon.html">https://www.alidaanderson.com/Artists/DulcePinzon/DulcePinzon.html</a></li> </ul>
Oct. 3	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> Pierrette Hondagneu-Sotelo, <i>Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence</i>, Chapter 1 (pp. 3-28) (25 pp); <b>International</b>; AND Nicole Constable, “Filipina Workers in Hong Kong Homes: Household Rules and Relations,” in <i>Global Woman</i> (pp. 115-141) (26 pp) <b>International</b></li> <li>• <b>Assignment:</b> Annotated bibliography for research paper due</li> </ul>
Week 8, Oct. 8	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, we will study how both unremunerated and remunerated care labor is distributed within the family and on the university campus. Students will learn how gender roles vis-à-vis social reproductive labor have shifted and/or become entrenched within nuclear families in post-industrial societies, as well as how such work unfolds on campuses such as the one on which they live and study. The texts assigned include a podcast. An article about a food service worker at the University of Virginia who performs emotional labor will also inform the discussion. Also in the US context, we will take a look at how much time it takes to breastfeed an infant.</li> <li>• <b>Required readings for class 1:</b> “What It Really Takes to Breastfeed a Baby.” <i>The New York Times</i>, 2 pp. <a href="https://www.nytimes.com/interactive/2022/11/30/well/family/breastfeeding-nursing-formula.html">https://www.nytimes.com/interactive/2022/11/30/well/family/breastfeeding-nursing-formula.html</a>; AND Silvia Federici, <i>Wages Against Housework</i> (pp. 1-8) (7 pp) <b>International</b>; AND Dolores Hayden, “Two Utopian Feminists and Their Campaigns for Kitchenless Houses,” <i>Signs</i></li> </ul>

Week	Topics, Homework, and Assignments
	<p>(pp. 274-290) (16 pp); AND Podcast “Helen Hester and Nick Srnicek: Health and the Home After Work.” (48 min) <a href="https://podcasts.apple.com/ie/podcast/helen-hester-and-nick-srnicek-health-the-home-after-work/id1">https://podcasts.apple.com/ie/podcast/helen-hester-and-nick-srnicek-health-the-home-after-work/id1</a></p> <ul style="list-style-type: none"> <li>• Be prepared to answer questions about your annotated bibliography</li> </ul>
Oct. 10	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> Brandi Perry, “Maintaining Value: How University Janitors Gain Status on the Job,” <i>Humanity &amp; 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): <a href="https://www.workers.org/2017/02/29519/#.WJdUdvkrLIU">https://www.workers.org/2017/02/29519/#.WJdUdvkrLIU</a>; <a href="https://www.workers.org/2017/02/29643/">https://www.workers.org/2017/02/29643/</a>; <a href="https://www.workers.org/2017/02/29696/">https://www.workers.org/2017/02/29696/</a> AND “The Exceptional Ms. Kathy.” <i>The Cavalier Daily</i> (1p) <a href="https://www.cavalierdaily.com/article/2023/03/the-exceptional-ms-kathy">https://www.cavalierdaily.com/article/2023/03/the-exceptional-ms-kathy</a></li> <li>• <b>Assignment (Due October 10):</b> Draft 1 of Paper 1 (750-1,000 words). Put thesis statement in boldface. Minimum three paragraphs: introduction, body, conclusion. Include a title. All aspects of the draft can change. Just get started.) Complete or incomplete. See rubric for style specifications. Remember that you will give an oral presentation on this topic BEFORE the final version is due.</li> <li>• <b>Guest Speaker:</b> María Isabel Shepherd, UF janitorial staff</li> </ul>
Week 9, Oct. 15	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, the students will present their findings from their research papers, in the format of 3-minute presentations, selected at random.</li> <li>• <b>Assignment (October 15 and 17):</b> 3-minute presentations: What is your topic? Why did you choose? What sources are you using to form your arguments? Why is it relevant?</li> </ul>
Oct. 17	<ul style="list-style-type: none"> <li>• 3-minute presentations on the research paper, continued.</li> </ul>
Week 10, Oct. 22	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, we will study practices of sex work and other forms of “bodily labor.” Students will learn how scholars conceive of these forms of work as “intimate” or “affective” labor, and we will critically interrogate how factors such as geopolitics, class, race, and gender influence power relations between worker and client.</li> <li>• <b>Required readings for class 1:</b> Nicole Constable, “Reproductive Labor at the Intersection of Three Intimate Industries: Domestic Work, Sex Tourism, and Adoption,” <i>Positions</i> (pp. 45-69) (24 pp) <b>International</b>; Miliann Kang, “The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons,” <i>Gender &amp; Society</i> (pp. 820-839) (19 pp)</li> </ul>
Oct. 24	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> Laura Murray et al, “Sex work, essential work: a historical and (neco)political analysis of sex work in times of Covid-19 in Brazil,” <i>Social sciences</i> (pp. 1-20) (19 pp) <b>International</b>; Barbara G. Brents and Crystal A. Jackson, “Gender, Emotional Labour, and Interactive Body Work: Negotiating Flesh and Fantasy in Sex Workers’ Labour Practices,” in <i>Body/Sex/Work: Intimate, Embodied and Sexualised Labour</i> (77-89) (12 pp) <a href="https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1216&amp;context=sociology_pubs">https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1216&amp;context=sociology_pubs</a></li> <li>• <b>Assignment (Due October 24):</b> Final version of Research Paper (2,000-2,250 words). Minimum five paragraphs: introduction, body of three paragraphs, conclusion. Include a title. Must include a bibliography and cite a minimum of two sources. See rubric for style specifications and other expectations.</li> </ul>



Week	Topics, Homework, and Assignments
<p><b>Week 11,</b> Oct. 29</p>	<ul style="list-style-type: none"> <li>• <b>Summary:</b> 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. And what about when caregivers get tired? Psychiatrists and psychologists have also taken a look at caretaking professions, with a substantial area of study on “burnout.” We will consider how an environment might affect these bodily processes. And what about the environment?</li> <li>• <b>Required readings for class 1:</b> “Pregnancy Causes Lasting Changes in a Woman’s Brain.” <i>Scientific American</i>. <a href="https://www.scientificamerican.com/article/pregnancy-causes-lasting-changes-in-a-womans-brain/">https://www.scientificamerican.com/article/pregnancy-causes-lasting-changes-in-a-womans-brain/</a> (about two pages); “Fatherhood Lowers Testosterone, Keeps Dads at Home.” <i>Scientific American</i> <a href="https://www.scientificamerican.com/article/fatherhood-lowers-testosterone-keeps-dads-at-home/">https://www.scientificamerican.com/article/fatherhood-lowers-testosterone-keeps-dads-at-home/</a> (about two pages); “Harry Harlow and the Nature of Affection: What Harlow’s Infamous Monkey Mother Experiments Revealed.” <a href="https://www.verywellmind.com/harry-harlow-and-the-nature-of-love-2795255">https://www.verywellmind.com/harry-harlow-and-the-nature-of-love-2795255</a> (about two pages)</li> </ul>
<p>Oct. 31</p>	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> “New Directions in Burnout Research.” <i>European Journal of Work and Organizational Psychology</i> <a href="https://www.tandfonline.com/doi/full/10.1080/1359432X.2021.1979962">https://www.tandfonline.com/doi/full/10.1080/1359432X.2021.1979962</a> (pp.686-691) (5pp.) <b>International</b>; AND “Restoration in Nature: Beyond the Conventional Narrative” by Terry Hartig <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; <b>International</b></li> <li>• Think about 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?</li> <li>• In class: Paper 2 prompts distributed</li> </ul>
<p><b>Week 12,</b> Nov. 5</p>	<ul style="list-style-type: none"> <li>• <b>Summary:</b> Students will consider the field of medicine as it interacts with caregiving tasks, specifically prenatal and birth care. In addition to concerns about equity and inclusion in patient care, 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?</li> <li>• <b>Required readings for class 1:</b> Juan Salinas, Manisha Salinas, and Megan Kahn, “Doulas, Racism, and Whiteness: How Birth Support Workers Process Advocacy towards Women of Color,” <i>Societies</i> (pp. 1-15) (14 pp); AND Virginia LeBaron 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) <b>International</b></li> <li>• <b>In-class assignment:</b> 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.</li> </ul>
<p>Nov. 7</p>	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> David Brindle, “Buurtzorg: the Dutch model of neighbourhood care that is going global,” <i>The Guardian</i>, <a href="https://amp.theguardian.com/social-care-network/2017/may/09/buurtzorg-dutch-model-neighbourhood-care">https://amp.theguardian.com/social-care-network/2017/may/09/buurtzorg-dutch-model-neighbourhood-care</a> (about 2 pp) <b>International</b> AND Read the “Caregiver Interviewer Questions” on the job website Indeed.</li> </ul>

Week	Topics, Homework, and Assignments
	<p><a href="https://ca.indeed.com/hire/interview-questions/caregiver?gclid=Cj0KCQjw9fqkBhDSARIsAHlcQYTPyYTaOn3XGMI90BAE-JG8gRMKSPnlm3GegmS_WRoctQA8lQSelEaAiLXEALw_wcB&amp;hl=en&amp;aceid=&amp;co=CA&amp;gclsrc=aw.ds">https://ca.indeed.com/hire/interview-questions/caregiver?gclid=Cj0KCQjw9fqkBhDSARIsAHlcQYTPyYTaOn3XGMI90BAE-JG8gRMKSPnlm3GegmS_WRoctQA8lQSelEaAiLXEALw_wcB&amp;hl=en&amp;aceid=&amp;co=CA&amp;gclsrc=aw.ds</a> (2pp) AND Elizabeth Hyde, Margaret E. Greene, and Gary L. Darmstadt, “Time Poverty: Obstacle to women’s human rights, health, and sustainable development,” (pp. 1-5) (5 pages) <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7688061/pdf/jogh-10-020313.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7688061/pdf/jogh-10-020313.pdf</a>, <b>International</b></p>
<p><b>Week 13,</b> Nov. 12</p>	<ul style="list-style-type: none"> <li>• <b>Summary</b> 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. 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 caring for yourself or others, 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 reforms can be, using the context of Mexico City as well as the US. In total, we will read three texts (one of which is very short and can be audio only), watch a video, and think about street design for kids achieved in the US and elsewhere as already tested solutions.</li> <li>• <b>Required readings for class 1:</b> James L. Paul and Terry Jo Smith, “Sharing Space, Negotiating Power, and Creating Meaning in the Classroom,” <i>Stories Out of School: Memories and Reflections on Care and Cruelty in the Classroom</i>; Jan Hughes 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> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5868433/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5868433/</a> (pp. 148-162). (12 pages) AND VIDEO “Children, Violence, and Trauma—Interventions at Schools.” Office for Victims of Crime. <a href="https://www.youtube.com/watch?v=49GzqPP7YYk">https://www.youtube.com/watch?v=49GzqPP7YYk</a> (8 min)</li> </ul>
<p>Nov. 14</p>	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> VIDEO: “Stroads Are Ugly, Expensive, and Dangerous (and They’re Everywhere).” <a href="https://www.youtube.com/watch?v=ORzNZUeUHAM">https://www.youtube.com/watch?v=ORzNZUeUHAM</a> (18 min) <b>International</b>; AND “The City Looks Different When You’re Older: When Crosswalks Are Dangerous,” <i>The New York Times</i>. <a href="https://www.nytimes.com/interactive/2023/09/06/opinion/seniors-urban-planning.html?searchResultPosition=1">https://www.nytimes.com/interactive/2023/09/06/opinion/seniors-urban-planning.html?searchResultPosition=1</a> (1 page; option for audio only) AND “Mexico, Mobility, and the Right to the City” by Lorena Zárata, 199-217. (19 pages). <b>International</b></li> <li>• For a vision of streets that work better than “stroads,” please consult the PDF file <i>Designing Streets for Kids</i>. <b>International</b> 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.</li> <li>• <b>Assignment (Due November 14):</b> Draft 1 of Paper 2 (750-1,000 words). Put thesis statement in boldface. Minimum three paragraphs: introduction, body, conclusion. Include a title. All aspects of the draft can change. Just get started.) Complete or incomplete. See rubric for style specifications.</li> </ul>

Week	Topics, Homework, and Assignments
Week 14, Nov. 19	<ul style="list-style-type: none"> <li>• <b>Summary:</b> This week, we will consider examples of care and care work in business and industry, specifically the self-care and “momfluencing” industries, which commodify and commercialize practices of caregiving. We will also consider the paradox that flexible work schedules can lead to overwork. Students will learn how these industries developed in tandem with social media as well as how some actors have resisted their assimilation into contemporary capitalism. Students may wish to have examples of strategies for wellness and productivity that they have adopted (or abandoned) as supplemental data for discussion.</li> <li>• <b>Required readings for class 1:</b> Sophie Gilbert, “How did Healing Ourselves Get So Exhausting,” <i>The Atlantic</i>, <a href="https://www.theatlantic.com/culture/archive/2022/10/goop-wellness-culture-self-care-parenting/671699/">https://www.theatlantic.com/culture/archive/2022/10/goop-wellness-culture-self-care-parenting/671699/</a> (10 pp) AND Jina B. Kim and Sami Schalk, “Reclaiming the Radical Politics of Self-Care: A Crip-of-Color Critique,” <i>The South Atlantic Quarterly</i> (pp. 325-341) (16 pp)</li> </ul>
Nov. 21	<ul style="list-style-type: none"> <li>• <b>Required readings for class 2:</b> Jessica Grose, “Why Are Momfluencers So Good at Worming Their Way into Your Brain?” <i>The New York Times</i>, <a href="https://www.nytimes.com/2022/11/22/opinion/influencers-moms-parenting.html">https://www.nytimes.com/2022/11/22/opinion/influencers-moms-parenting.html</a>; (2 pp) AND Annabelle Clawson, “On Leggings and Lemongrass Shots: How Momfluencing Perpetuates the Feminine Mystique,” <i>International Conference on Gender Research</i> (pp. 92-98) (6 pages). AND “Introduction: The Flexibility Paradox and Contexts.” From <i>The Flexibility Paradox</i> by Heejung Chun (1-19 pp). (18 pages). <b>International</b></li> <li>• Is “Momfluencing” still confusing you? Here’s another optional explanation, this time from an interview with the author of a book called <i>Momfluenced: “The Expensive, Unrealistic, and Extremely White World of ‘Momfluencers.’”</i> <i>Vox</i> <a href="https://www.vox.com/23690126/mothers-parenting-momfluenced-sara-petersen-tiktok-instagram">https://www.vox.com/23690126/mothers-parenting-momfluenced-sara-petersen-tiktok-instagram</a> (about two pages).</li> </ul>
Week 15, Dec. 3	<ul style="list-style-type: none"> <li>• <b>Summary:</b> Final Reflections and Evaluations (bring laptop to class)</li> <li>• <b>Assignment (December 3):</b> Final Draft of Paper 2 (2,000-2,250 words) due</li> </ul>

## 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

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### 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

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### Grade points

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

### Attendance

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

### Students requiring accommodation

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

### UF course evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl.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 NAME (email, phone number). 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](mailto:umatter@ufl.edu); [352-392-1575](tel:352-392-1575).
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; [352-392-1575](tel:352-392-1575).
- Sexual Assault Recovery Services (SARS): Student Health Care Center; [352-392-1161](tel:352-392-1161).

- University Police Department: <http://www.police.ufl.edu/>; [352-392-1111](tel:352-392-1111) (911 for emergencies).

#### *Academic Resources*

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

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