

NOTE: This is intended to be taught as an advanced undergraduate seminar course, and can be adapted into a graduate course. Class sessions will center around discussion rather than lectures.

Gender, Communities, & Care Work

John Jay College of Criminal Justice

[SEMESTER/YEAR]

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Course Description

This course is designed to give students an overview of issues related to gender and care work. We will delve into questions of equity and acknowledgement in the care workforce (Whose care practices are treated as labor and compensated accordingly? Whose care practices are treated as invisible and taken for granted? How do gender and race impact our perceptions of care?), as well as exploring the types of less formal care networks and care practices that arise within different communities, particularly in response to exclusion or lack of adequate support from mainstream institutions. This course takes an intersectional approach, drawing on frameworks such as queer theory and Black feminist theory to emphasize how gender, race, class, and ability shape expectations around and responses to care work, caregiving, and caring professions.

The course is divided into three parts:

- Part I, “Who Works? Who Cares?” addresses differing understandings of care and labor as within the work sphere. We will first attempt to define “care,” followed by an examination of paid and unpaid forms of care work, the overlap between them, and racial and socioeconomic disparities in compensation for doing this work. We will also look at structures of caring within and beyond the traditional nuclear family unit.
- Part II, “Configurations of Community Care,” examines care work that falls outside the bounds of the traditional labor sphere. We will explore examples of informal and quasi-formal care networks that often emerge when marginalized communities’ needs are left unaddressed by formal institutions, and discuss issues specific to some of these groups (e.g., queer and trans people, disabled people).
- Part III, “Care in Crisis,” addresses care and mutual aid work being done in response to the COVID-19 pandemic as well as past crises. We will also look forward at possible structural and policy changes that could help foster increased access to social support and improve conditions for both formal and informal care workers.

Learning Outcomes

Upon completion of this course, you will be able to:

1. Understand the ways that gender and gendered expectations have shaped care work in the U.S. in both the household and the workforce.
2. Explain how inequities of gender, race, class, and ability impact communities' access to care and practices of care work.
3. Apply an intersectional lens to questions of care, equity, and social support.

Required Materials

Most course readings will be academic journal articles or excerpts from longer works, which will be made available to you as PDFs via Blackboard. In addition, you will be asked to purchase or rent the following short text:

The Care Collective. (2020). *Care manifesto: The politics of interdependence*. Brooklyn, NY: Verso Books.

Assignments & Grading

Grades for the course will be based on a combination of class participation, short response papers, serving as class discussion leaders, and final papers and presentations.

- **Class Readings:** You are expected to come to class prepared, i.e., having read the assigned material for that day. While you will not be graded on this directly, keeping up with the reading will allow you to better understand the material, participate in class discussions, and complete your written assignments.
- **Class Participation (20%):** This course follows a seminar format rather than a lecture format, so participation is a key part of your role as a student. Participation may take many forms, including analyzing and critiquing the course readings, engaging in discussions or debates with classmates, offering insight or reflection on key concepts, drawing connections between course readings and to outside material, and asking thoughtful questions. You will be expected to participate regularly, and I may call on you if you do not volunteer.
- **Response Papers (30%):** Over the course of the semester, you will write three (3) response/reflection papers based on the course readings. Each paper will make up **10%** of your total course grade, for a total of **30%**. You may choose which weeks' readings to respond to. For each option, I will provide one or two prompts that you may use as the basis for your response paper, or you may opt to write on a topic of your choosing. Papers should be 3-5 double-spaced pages and must incorporate clear references to the course readings from the week you chose. You are also encouraged to cite other sources, either from among the other course readings or outside materials. These papers are due the Monday of the week after the readings are due (e.g., if you chose to write a response paper based on the Week 4 readings, that paper is due on Monday of Week 5).
- **Discussion Leaders (20%):** For one class session during the semester, you will be paired with another student and will serve as "discussion leaders" for the class that

session. You will be expected to give a short overview of the material covered that week, introduce at least 3 prompts, questions, or activities for your classmates to respond to, and help facilitate the class discussion. Come prepared to participate yourself, but also to encourage your classmates to do so! In addition, please know that you will be asked to turn in a copy of any notes or presentation material you use for this discussion.

- **Final Paper (20%) and Presentation (10%):** You will write a final paper on a topic of your choosing that relates to the course material. Note that you should submit a **1-2 page proposal or outline (due during Week 7)** of your paper topic first, which must be approved by me. More details on the assignment and grading criteria will be distributed later in the semester. You will have an opportunity to hand in a **rough draft of your paper** for feedback; although there is no penalty for failing to do this, the feedback you receive will help to ensure that you fulfill the assignment criteria, so it is highly recommended to do so. Papers should be 12-15 double-spaced pages and must draw on at least one of the course readings as well as incorporating material from at least three (3) outside sources, including published academic work. Papers will be due on the last day of class and will constitute **20%** of your final course grade. In addition, you will be asked to give a **short (10 minute) presentation** of your paper during the last full week of classes. This presentation will be worth **10%** of your final course grade.
- **Optional Extra Credit Assignment:** Please watch the documentary “We Were Here: The AIDS Years in San Francisco” (see Week 10 in the schedule). If you choose to, please write a **2-3 page paper** responding to the following prompt:
 - One interviewee states: “Gay people were never seen as caregivers. They were seen as, you know, good time people, you know... Having fun, being wild. And all of a sudden, we were the ultimate caregivers. It changed people’s view of the gay community in a huge way.” Think of another example of a community or population that is commonly subjected to stereotypes about caregiving (either positively or negatively). What are some of these stereotypes? How do they affect this population’s ability to access care, or to be compensated for care work?

Depending on the quality of the paper, students may receive up to 2 full points added to their final course grade.

Grading Scale

Final grades will be based on the following standard scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 or less

Course Policies

- **Attendance:** Attendance will be taken at every class session. If you know in advance that you will be absent, please do your best to notify me ahead of time. While your course

grade is not directly contingent on attendance, remember that 20% is made up of class participation – and if you do not attend, it is difficult to participate! Students who miss class are responsible for making up the material covered.

- **Names and Pronouns:** Addressing people correctly is an important part of establishing a safe and respectful classroom environment. If you use a name that is different from the name that appears on the college's course roster, please let me know. Additionally, please feel free to let me know the pronouns that I should use for you. You can tell me in class or in an email, depending on what feels most comfortable for you.
- **Classroom Behavior:** This course touches on concepts and material that are often deeply personal, including but not limited to discrimination and oppression rooted in gender, race, class, ability, and other facets of identity. While differences of opinion are inevitable, all students are expected to treat each other with respect and consideration. In other words, criticism and debate are encouraged, but personal attacks and harassment will not be tolerated.
- **Content Note:** Given the focus of this course, which deals with systemic oppression and exploitation, interpersonal discrimination, and global crises (e.g., the COVID-19 pandemic), some of the materials may be upsetting or difficult to handle. Please take the steps you need to prepare yourself accordingly, and know that if you ever feel the need to step outside during a class discussion, either for a short time or for the remainder of the class session, you are free to do so. If you are aware of course material that may be particularly upsetting to you, or you have concerns about class content, please don't hesitate to reach out to me, either in advance or afterward.
- **Extensions on Assignments:** If you need an extension, it is your responsibility to request one. Extensions will be granted at the instructor's discretion and are not guaranteed – but I am much more likely to grant one if you make the effort to communicate to me about your situation.
- **Blackboard:** This class will use the course-management website Blackboard to disseminate announcements, distribute course materials, post grades, and upload assignments. You will be responsible for checking Blackboard regularly and uploading your assignments on time. If Blackboard is experiencing scheduled downtime or an unanticipated disruption, please email me your assignments instead.
- **Communication:** You will be responsible for checking your school email address regularly to make sure you are receiving necessary information. If you are experiencing any circumstances that may affect your performance in class, please let me know as soon as possible so that we can work together to develop strategies that will address your needs while still fulfilling the course requirements. I will do my best to respond to all emails within 24 hours (except over the weekend when it will be 48 hours).
- **Course Withdrawal:** The deadline to drop the class without a grade of "WD" (i.e., the class will not appear on your transcript) is **[INSERT DATE]**. The deadline to drop the class without a grade of "W" is **[INSERT DATE]**. The deadline to drop the class with a grade of "W" is **[INSERT DATE]**.
- **Incomplete Grades:** Students will only receive a grade of Incomplete (IN) if they have otherwise been passing the course but missed the final exam or final paper deadline due to extenuating circumstances. Students may be asked to provide written documentation of these circumstances.

Academic Policies & Support Services

Plagiarism: According to the CUNY Policy on Academic Integrity:

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- *Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;*
- *Presenting another person's ideas or theories in your own words without acknowledging the source;*
- *Using information that is not common knowledge without acknowledging the sources;*
- *Failing to acknowledge collaborators on homework and laboratory assignments.*

Students who plagiarize will be given a grade of 0 for the assignment in question, and may be referred to the College's Academic Integrity Officer. Plagiarizing a major assignment may be grounds for failing the course, at the instructor's discretion. Please refer to the Undergraduate Bulletin and/or the CUNY website for the full text of the academic integrity policy:

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

Americans with Disabilities Act (ADA) Policy: Students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located in NB L.66.00 in (212-237-8031, accessibilityservices@jjay.cuny.edu). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based Harassment Policy: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you may seek accommodations from the Office of Accessibility (Malaine Clarke, Interim Director of Accessibility Services, 212-237-8031, maclarke@jjay.cuny.edu) or Title IX Coordinator (Silvia Montalban, Office of Legal Counsel, 646-557-4409, smontalban@jjay.cuny.edu).

Writing Center: The Writing Center, located in NB 1.68 (212-237-8569), provides tutoring, writing consultation, and ESL support services to all undergraduate and graduate students at John Jay. Students seeking help are encouraged to make an appointment at the Writing Center and to explore the resources available on their website:
<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>.

Weekly Schedule

Readings and assignments are listed on the date they are due.

Week	Topic	Readings
PART 1: Who Works? Who Cares?		
Week 1	Introduction	
Week 2	What is care? What is care work?	<p>England, P. (2005). Emerging theories of care work. <i>Annual Review of Sociology</i>, 31, 381-399.</p> <p>Fisher, B., & Tronto, J. (1990). Toward a feminist theory of caring. <i>Circles of care: Work and identity in women's lives</i> (pp. 35-62). Albany, NY: SUNY Press.</p> <p>Razavi, S., & Staab, S. (2010). Underpaid and overworked: A cross-national perspective on care workers. <i>International Labour Review</i>, 149(4), 407-422.</p>
Week 3	Heteronormativity, the nuclear family, and work in the U.S.	<p>Geiger, A. W., & Parker, K. (2018, March 15). For Women's History Month, a look at gender gains – and gaps – in the U.S. [report]. Pew Research Center. https://www.pewresearch.org/fact-tank/2018/03/15/for-womens-history-month-a-look-at-gender-gains-and-gaps-in-the-u-s/</p> <p>Goldin, C. (2006). The quiet revolution that transformed women's employment, education, and family. <i>American Economic Review</i>, 96(2), 1-21.</p> <p>Hennessy, J. (2015). Low-income and middle-class mothers gendered work and family schemas. <i>Sociology Compass</i>, 9(12), 1106-1118.</p> <p>Patten, E. (2016, July 1). Racial, gender wage gaps persist in U.S. despite some progress [report]. Pew Research Center. https://www.pewresearch.org/fact-tank/2016/07/01/racial-gender-wage-gaps-persist-in-u-s-despite-some-progress/</p>
Week 4	Alternate family structures and caregiving	<p>Kelly, M., & Hauck, E. (2015). Doing housework, redoing gender: Queer couples negotiate the household division of labor. <i>Journal of GLBT Family Studies</i>, 11(5), 438-464.</p> <p>McKee, A. (2017). Gay men and fatherhood: Doing gender, queering gender, and the package deal. <i>Sociology Compass</i>, 11(7), e12492.</p> <p>Roberts, D. E. (1993). The value of Black mothers' work. <i>Connecticut Law Review</i>, 26, 871-878.</p> <p>Steiner, A. M., & Fletcher, P. C. (2017). Sandwich generation caregiving: A complex and dynamic role. <i>Journal of Adult Development</i>, 24(2), 133-143.</p>
Week 5	Whose care is compensated?	<p>Blair-Loy, M., Hochschild, A., Pugh, A. J., Williams, J. C., & Hartmann, H. (2015). Stability and transformation in gender, work, and family: Insights from <i>The Second Shift</i> for the next quarter century. <i>Community, Work & Family</i>, 18(4), 435-454.</p>

		<p>Brenan, M. (2020, January 20). Women still handle main household tasks in U.S. <i>Gallup</i>. https://news.gallup.com/poll/283979/women-handle-main-household-tasks.aspx</p> <p>Federici, S. (1975). <i>Wages against housework</i>. Bristol, UK: Falling Wall Press. https://caringlabor.files.wordpress.com/2010/11/federici-wages-against-housework.pdf</p> <p>Hochschild, A. R. (2009). Invited commentary: Can emotional labor be fun? <i>International Journal of Work Organisation and Emotion</i>, 3(2), 112-119.</p> <p>New York Times. (2014, September 9). Room for Debate: Wages for Housework. https://www.nytimes.com/roomfordebate/2014/09/09/wages-for-housework (please read all four short pieces)</p>
Week 6	Race, gender, and labor hierarchies	<p>Duffy, M. (2005). Reproducing labor inequalities: Challenges for feminists conceptualizing care at the intersections of gender, race, and class. <i>Gender & Society</i>, 19(1), 66-82.</p> <p>Glenn, E. N. (1992). From servitude to service work: Historical continuities in the racial division of paid reproductive labor. <i>Signs: Journal of Women in Culture and Society</i>, 18(1), 1-43.</p> <p>Gould, E. (2015). Child care workers aren't paid enough to make ends meet [Report]. Economic Policy Institute. https://www.epi.org/publication/child-care-workers-arent-paid-enough-to-make-ends-meet/</p> <p>Wooten, M. E., & Branch, E. H. (2012). Defining appropriate labor: Race, gender, and idealization of Black women in domestic service. <i>Race, Gender & Class</i>, 292-308.</p>
Week 7	Immigration, care work, and perceptions of expertise	<p>Chang, G. (2016). Undocumented Latinas: The new employable mother. In <i>Disposable domestics</i>. Chicago, IL: Haymarket Books.</p> <p>Parreñas, R. S. (2000). Migrant Filipina domestic workers and the international division of reproductive labor. <i>Gender & Society</i>, 14(4), 560-580.</p> <p>Raghuram, P. (2019). Race and feminist care ethics: intersectionality as method. <i>Gender, Place & Culture</i>, 26(5), 613-637.</p> <p>DUE: 1-2 page final paper topic proposal</p>
PART 2: Configurations of Community Care		
Week 8	(Dis)ability and care	<p>Disability Visibility Project. (2017, October 22). Ep 6: Labor, Care Work, and Disabled Queer Femmes [podcast episode]. https://disabilityvisibilityproject.com/2017/10/22/ep-6-labor-care-work-and-disabled-queer-femmes/</p> <p>Piepzna-Samarasinha, L. L. (2017, July 13). A modest proposal for a fair trade emotional labor economy (centered by disabled,</p>

		femme of color, working class/poor genius). <i>Bitch Media</i> . https://www.bitchmedia.org/article/modest-proposal-fair-trade-emotional-labor-economy/centered-disabled-femme-color-working
Week 9	Queer care	<p>Beam, J. (1986). Caring for each other. <i>Black/Out: The Magazine of the National Coalition of Black Lesbians and Gays</i>, 1(1), 9.</p> <p>Carlisle, C. (2000). The search for meaning in HIV and AIDS: The carers' experience. <i>Qualitative Health Research</i>, 10(6), 750-765.</p> <p>Jackson Levin, N., Kattari, S. K., Piellusch, E. K., & Watson, E. (2020). "We just take care of each other": Navigating 'chosen family' in the context of health, illness, and the mutual provision of care amongst queer and transgender young adults. <i>International Journal of Environmental Research and Public Health</i>, 17(19), 7346.</p> <p>Pearlin, L. I., Mullan, J. T., Aneshensel, C. S., Wardlaw, L., & Harrington, C. (1994). The structure and functions of AIDS caregiving relationships. <i>Psychosocial Rehabilitation Journal</i>, 17(4), 51.</p> <p>Weston, K. (2002). Gay families as the 'families we choose.' In K. Peiss (ed.), <i>Major problems in the history of American sexuality</i> (pp. 497-505). Boston, MA: Wadsworth Cengage Learning.</p>
Week 10	BREAK – NO CLASS THIS WEEK	
	Optional: Weissman, D. (2011). <i>We Were Here: The AIDS Years in San Francisco</i> [Film]. Available on Kanopy https://www.kanopy.com/product/we-were-here-history-aids-san-francisco	
Week 11	Trans care networks	<p>Banks, E. (2021, March 11). Grassroots online efforts are forming a new queer network of care. <i>The Verge</i>. https://www.theverge.com/22303892/queer-care-networks-online-queercare-for-the-gwols-transanta</p> <p>Barcelos, C. A. (2020). Go fund inequality: The politics of crowdfunding transgender medical care. <i>Critical Public Health</i>, 30(3), 330-339.</p> <p>Malatino, H. (2020). <i>Trans care</i>. Minneapolis, MN: University of Minnesota Press. [NOTE: This can be accessed online for free at https://manifold.umn.edu/projects/trans-care]</p> <p>DUE: Rough draft of final paper</p>
PART 3: Care in Crisis		
Week 12	Mutual aid networks	<p>Fernando, C. (2021, January 21). Mutual aid networks find roots in communities of color. <i>AP News</i>. https://apnews.com/article/immigration-coronavirus-pandemic-7b1d14f25ab717c2a29ceafd40364b6e</p> <p>de Freytas-Tamura, K. (2021, March 3). How neighborhood groups are stepping in where the government didn't. <i>New York Times</i>.</p>

		<p>https://www.nytimes.com/2021/03/03/nyregion/covid-19-mutual-aid-nyc.html</p> <p>Solnit, R. (2020, May 14). ‘The way we get through this is together’: The rise of mutual aid under coronavirus. <i>The Guardian</i>. https://www.theguardian.com/world/2020/may/14/mutual-aid-coronavirus-pandemic-rebecca-solnit</p> <p>Spade, D. (2020). Solidarity not charity: Mutual aid for mobilization and survival. <i>Social Text</i>, 38(1), 131-151.</p> <p>Mutual Aid Disaster Relief. (2020). Collective care is our best weapon against COVID-19 and other disasters. https://mutualaiddisasterrelief.org/collective-care/ [NOTE: This is a list/directory of COVID-19 mutual aid efforts organized – please take some time to browse through some examples of different projects.]</p> <p>DUE: Optional extra credit assignment</p>
Week 13	The future of care	<p>The Care Collective. (2020). <i>Care manifesto: The politics of interdependence</i>. Brooklyn, NY: Verso Books.</p> <p>Miller, C. C. (2019, August 15). Why the U.S. has long resisted universal child care. <i>New York Times</i>. https://www.nytimes.com/2019/08/15/upshot/why-americans-resist-child-care.html</p> <p>Tronto, J. C. (2015). Making the caring-with revolution happen. In <i>Who Cares?</i> (pp. 28-40). Cornell University Press.</p>
Week 14	CLASS PRESENTATIONS	
Week 15	FINAL PAPERS DUE	