

Sociology 190

Care and Social Justice

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UC Berkeley
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In this course, we explore care as a set of practices, ethics, and relationships that promote the maintenance, repair, and nurturing of life in the context of a neoliberal capitalist state that continually devalues, exploits, and privatizes it. While the recent popularity of "self-care" points to an increasing need for care in our lives, the dominant neoliberal discourse of "self-care" situates it as a thing to be purchased and consumed by individuals, while obscuring the forces that limit people's access to care and well-being. We examine how racialized capitalism depends on the exploitation of caring labor, particularly by women of color, working-class white women, and immigrants. We look at why some communities bear an unequal burden of caring labor, while the state and capital mark their lives as "disposable," limiting the amount of care they can access.

As an increasing number of cultural critics warn that we are heading into a "crisis of care," we will learn that a long-standing crisis of care has already existed in the form of its devaluation and exploitation, and the marginalization of the people who do it. We look at how any attempt to address the current crisis of care must involve re-structuring society to prioritize and re-value care and care workers. This involves examining how care is a critical site of struggle to improve the lives of those who provide this essential resource to society.

Guiding questions include: How do the invisibility and devaluing of caring labor contribute toward the current crises of care? How does the devaluing of care exist on a deeply personal level, interwoven into our gender identities? Why is it important to envision a model of care that does not reproduce power inequities, particularly since colonialism has employed a charity model of care? Finally, how does the COVID-19 crisis highlight the central importance of care and constitute a potential opening for struggles that re-value care? We look to various social movements, including disability justice, transformative justice, Black liberation and care workers' labor struggles as we explore the power of organizing around collective care. How does understanding society through a lens of care inform our vision for the kind of future we want?

Coursework and Grading

Attendance and Participation.....	20%
Reading Responses.....	20%
Essay.....	20%
Final Paper Presentations.....	5%
Final Paper.....	35%

Seminar participation: This course is organized as a seminar. Seminars depend on the engaged and active participation of their members. Please bear in mind that the quality of that participation will be more important than quantity. If internet connectivity keeps you from attending class, you will need to communicate with me at least 24 hours before any given absence so that we can develop an alternative contribution to the class's learning experience. Missing more than two classes (in either synchronic or in a negotiated alternative form) will affect your grade. If you are synchronically present, you will be expected to participate in class discussions. Please be mindful of group dynamics so that everybody feels comfortable to speak up.

NOTE: students who miss two classes in the first two weeks may be dropped.

Video policy: This is a seminar discussion, not a large lecture, so I ask that everybody turn their video on. Good communication is an important part of seminar discussions, and visual cues facilitate communication. Turning your video on or off affects the group. Feel free to turn it off when you need to for whatever reason (like you need to take a break), as long as it stays on most of the time. At the minimum, turn your video on when speaking and always during breakout room discussions. Please email me if having your video on is going to be a problem for any reason.

If you are self-conscious about seeing your own video or you find it distracting, know that you can turn off "self view" by clicking on your image/box and choosing that option from the list that pops up. If you have a concern about your personal space, you might consider: 1) positioning the camera so that only a wall is visible in the background; 2) adjusting the lighting so that you are less visible (backlit/dark); 3) using a virtual background.

WARNING: Do not record our meetings! It is illegal to record without notifying and getting consent from everybody in your recording.

Equipment Resources: If you need equipment (laptop, webcam, microphone) in order to participate in our Zoom meetings, you may borrow them through the Student Technology Equity Program (STEP): <https://bit.ly/32eaimn>

Reading Responses: Students will write a total of five reading responses. Responses should be analytical—not simply statements of opinion. Each one must be about 500 words in length (or 2 pages of double-spaced text). Responses must be submitted to bCourses by the beginning of class. Since one of the purposes of these responses is to promote quality discussions on the material, they must be submitted on time. You may not submit a response for a week's reading retroactively (no late responses will be accepted). Only one reading response per week is allowed. See assignment on bCourses for detailed instructions.

Essay: An essay of four to five pages in length will give students an opportunity for focused analytical engagement with core concepts from the first half of the course as preparation for writing their final papers. Detailed instructions will be available on bCourses at the appropriate time.

Final Paper Presentations: These brief presentations give students a chance to share what they are working on for their final paper and receive feedback from classmates and the instructor. These are not Power Point presentations, but prepared talks that address the points provided in the assignment instructions.

Final Paper: There is no final exam for this course. Students will complete a final research paper of 15-20 pages in length in lieu of an exam. This final research paper should demonstrate mastery of course material and ability to connect it to secondary sources and current social issues. Detailed instructions will be available on bCourses at the appropriate time.

Reading: You are expected to have completed each week's reading as preparation for class attendance and participation. Always read analytically and take notes as you go. Come to class with questions and observations about what you found interesting, significant, puzzling, etc. If you do not read carefully and keep up, you might feel frustrated or disappointed with the course.

Late Policy: If accepted, late papers will be subject to a deduction of one third of a letter grade for every day late (e.g. A>A-)¹. *Please do not expect an extension for any of the assignments!* Let the instructor know of any personal circumstances that may affect your performance, but please do not expect an exception to course policy unless you are able to provide proof of special circumstances that warrant it (e.g. DSP, illness, family crisis/emergency). *Official supporting documentation must be presented.* Although you may have a legitimate reason for making such a request, not all of your classmates—even those facing difficult circumstances—necessarily feel entitled or comfortable enough to ask.

Guidelines and Resources

Formatting: All work must be formatted correctly. Familiarize yourself with MLA style formatting. Refer to *The Purdue Owl Writing Lab*² and note the following specifications for our course's format and style guidelines:

- single space* the header at the top-left of your first page (name, course, assignment, due date);
- center your **creative title** above your first paragraph;
- no title page;
- single space* block quotations;
- 1" margins;
- indent paragraphs (no extra spaces between paragraphs);
- doubled-spacing (except the header, block quotations, and the works cited page);
- page numbers (bottom center);
- 12-point Times New Roman font.

Student Learning Center (SLC): The SLC provides peer writing tutors. You are expected to make use of their services: <http://slc.berkeley.edu>

¹ Note that no late reading responses will be accepted.

² <https://owl.english.purdue.edu/owl/resource/747/01/>

Disability accommodations: If you need disability-related accommodations in this class please inform the instructor. Students who need academic accommodations should contact the Disability Students Program, 260 Cesar Chavez Center. Note that DSP accommodations are not retroactive. DSP students whose accommodations grant extra time on take-home assignments must email the instructor at least 24 hours before an assignment is due if they wish to use those accommodations on that assignment. This must be done for each assignment. Once we agree on your DSP deadline it becomes a firm deadline that cannot be extended further. Extensions will not be granted retroactively.

NOTE: Plagiarism is the presentation of another's words and/or ideas as one's own. It is grounds not only for automatic failure, but also for administrative disciplinary action. This also applies for other forms of academic dishonesty (a.k.a. cheating). Please see the Berkeley Campus Code of Student Conduct, Section III B, Academic Violations, and Section IV, Disciplinary Procedures.

Wellness Resources: Berkeley offers several types of counseling services. You can call to talk to someone for help or to make an appointment: 642-9494 or <https://uhs.berkeley.edu/counseling/lets-talk>. You will also find a comprehensive list of various types of resources (financial, food, and housing; sexual harassment; technology; writing; mental health) on bCourses/files: "Student Resources."

Course Materials

All of our reading material is available through links on the schedule below or on bCourses. If you have trouble accessing all the pages of any given document, try downloading it.

Office Hours and Contact Info

Office hours are important and I encourage you to make use of them. Please email me to arrange an appointment for a Zoom meeting. We will work together to arrange a time that fits both of our schedules. My email address is: j_kaiser@berkeley.edu. Please allow at least 24 hours for a reply. I usually do not check email on holidays or weekends. NOTE: do not try to contact me through bCourses or reply to bCourses announcements; email me directly instead.

Course Schedule

This syllabus is subject to change at the discretion of the instructor.

~~~~~Week One, August 26~~~~~

#### **Introduction to the course**

~~~~~Week Two, September 2~~~~~

The Devaluation and Exploitation of Care

Hobart, Hi'iilei Julia Kawehipuaakahaopulani and Tamara Kneese. 2020. "Radical Care: Survival Strategies for Uncertain Times" (p. 1-10). *Social Text* 142, Vol. 38, No. 1, March.

Glenn, Evelyn Nakano. 2000. "Creating a Caring Society" (p. 84-94). *Contemporary Sociology*, Vol. 29, No. 1, January

Eisler, Riane. 2008. *The Real Wealth of Nations: Creating a Caring Economics*. San Francisco, CA: Berett-Koehler. "We Need a New Economics" (p. 7-26)

~~~~~Week Three, September 9~~~~~

### **The Role of Care in Racialized Capitalism**

Fraser, Nancy. 2017. "Crisis of Care? On the Social Reproductive Consequences of Capitalism." *Social Reproduction Theory: Remapping Class, Recentering Oppression*. London: Pluto Press. (p. 21-36).

Glenn. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor" (p. 1-37). *Journal of Women in Culture and Society*, Vol. 18, No.1 (July).

~~~~~Week Four, September 16~~~~~

Carework in the Patriarchal Division of Labor

Eisler, Riane. 2008. *The Real Wealth of Nations: Creating a Caring Economics*. San Francisco, CA: Berett-Koehler. "Economics through a Wider Lens" (p. 27-46) and "The Economic Double Standard" (p. 69-91).

Federici, Silvia. 2012. *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*. Oakland, CA: PM Press. "The Reproduction of Labor Power in the Global Economy and the Unfinished Feminist Revolution" (p. 91-111).

In class viewing of "Feminism for the 99%" (Tithi Bhattacharya)

~~~~~Week Five, September 23~~~~~

### **Colonialist Institutions of Care: Charity and Servitude**

Ray, Raka, and Seemin Qayum. 2010. "Traveling Cultures of Servitude: Loyalty and Betrayal in New York and Kolkata." In *Intimate Labors*. Stanford, CA: Stanford University Press. (p. 101-114).

Glenn, Evelyn Nakano. 2010. *Forced to Care: Coercion and Caregiving in America*. Cambridge, MA: Harvard. "The Movement to Reform Women's Caring" (p. 42-87).

~~~~~Week Six, February 30~~~~~

The Multiple Crises of Care

Hochschild, Arlie. 2002. "Love and Gold" (p. 15-30). In *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Edited by Barbara Ehrenreich and Arlie Hochschild. New York: Henry Holt.

Poo, Ai-Jen. 2015. *Age of Dignity: Preparing for the Elder Boom in a Changing America*. New York: The New Press. "The Elder Boom" (p. 15-41).

JOMO. 2012. "Caring: A Labor of Stolen Time: Pages from a CNA's Notebook." *Lies: a Journal of Materialist Feminism*. Vol. 1. (p. 69-79).

In-class viewing of "Domestic Workers and the Pandemic" (featuring National Domestic Workers Alliance executive director, Ai-Jen Poo and care workers)

~~~~~Week Seven, October 7~~~~~

### **Gendered Subjectivities of Disempathy**

Samaran, Nora. 2019. *Turn This World Inside Out*. Chico, CA: AK Press. "The Opposite of Rape Culture is Nurturance Culture" (p. 17-38) and "Dialogue: Turning Gender Inside Out" (p. 49-58).

Quinn, Beth. 2002. "Sexual Harassment and Masculinity: the Power and Meaning of 'Girl Watching.'" *Gender and Society*, Vol. 16, No. 3 June (p. 386-402).

~~~~~Week Eight, October 14~~~~~

Complexities of Care in Social Movements

Spade, Dean. 2020. "Solidarity, Not Charity: Mutual Aid for Mobilization and Survival." *Social Text* 142, Vol. 38, No. 1, March (p. 131-147).

Piepzna-Samarasinha, Leah Lakshmi. 2018. *Care Work: Dreaming Disability Justice*. Vancouver, BC: Arsenal Pulp. "For Badass Disability Justice" (p. 206-212).

Bonsu, Janae E. (of BYP 100). 2020. "Excerpt from 'Black Queer Feminism as Praxis: Building an Organization and a Movement'" (p. 49-53). In *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. Edited by Dixon, Ejeris and Leah Lakshmi Piepzna-Samarasinha. Chico, CA: AK Press.

The Huey P. Newton Foundation. 2008. *The Black Panther Party: Service to the People Programs*. Albuquerque: University of New Mexico Press. "Free Food Program" (p. 35-39)

In-class screening of the documentary *Crip Camp* (segments).

Essay due by 11:59pm Friday, October 16

~~~~~Week Nine, October 21~~~~~

**Ableism, Disability Justice, and a Revolution in Values**

Piepzna-Samarasinha, Leah Lakshmi. 2018. *Care Work: Dreaming Disability Justice*. Vancouver, BC: Arsenal Pulp. "Care Webs: Experiments in Creating Collective Access" (p. 32-68).

Rivas, Lynn. 2002. "Invisible Labor: Caring for the Independent Person" (p. 70-84). *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Edited by Barbara Ehrenreich and Arlie Hochschild. New York: Henry Holt.

Mingus, Mia. 2017. "Access Intimacy, Interdependence, and Disability Justice" (~5 pages) <https://bit.ly/34e6CDN>; and "Interdependency" (~2 pages). *Leaving Evidence*, January 22, 2010. <https://bit.ly/31czomg>

~~~~~Week Ten, October 28~~~~~

Transformative Justice in Police and Prison Abolition

Kaba, Mariame. 2019. "Police and Prison Abolition: Thinking about How to Abolish Prisons" (~ 10 pages). *Think: Opinion, Analysis, Essays*. April 10. <https://nbcnews.to/3ge7DOu>

Mingus, Mia. 2019. "Transformative Justice: A Brief Description" (~ 3 pages) *Leaving Evidence*. January 9. <https://bit.ly/34fr2Mt>

Georgia Latino Alliance for Human Rights, Mijente and Puente Arizona. 2020. "Community Defense Zone Starter Guide" (p. 167-172). In Dixon, Ejeris and Leah Lakshmi Piepzna-Samarasinha. *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. Chico, CA: AK Press.

Oakland Power Projects. 2020. "Maybe You Don't Have to Call 911: Know Your Options" (141-141-155). In Dixon, Ejeris and Leah Lakshmi Piepzna-Samarasinha. *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. Chico, CA: AK Press.

~~~~~Week Eleven, November 4~~~~~

**Creating a Caring Society: Careworkers as a Revolutionary Force**

Federici, Silvia. 2012. *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*. Oakland, CA: PM Press. "On Elder Care and the Limits of Marxism" (p. 115-125).

Eisler, Riane. 2008. *The Real Wealth of Nations: Creating a Caring Economics*. San Francisco, CA: Berett-Koehler. "The Caring Revolution" (p. 213-235).

Ferguson, Susan. 2020. *Women and Work: Feminism, Labour, and Social Reproduction*. London: Pluto Press. "The Social Reproduction Strike: Life-Making Beyond Capitalism" (120-139).

Jaffe, Sarah. 2020. "Social Reproduction and the Pandemic, with Tithi Bhattacharya" (~5 pages). *Dissent*. April 2. <https://bit.ly/32csJYs>

~~~~~Week Twelve, November 11~~~~~

No class (holiday)

~~~~~Week Thirteen, November 18~~~~~

**Final Paper Presentations**

~~~~~Week Fourteen, November 25~~~~~

No class (holiday)

~~~~~Week Fifteen, December 2~~~~~

**Final Paper Presentations**

*The final paper is due to bCourses by 11:59pm Wednesday, December 16. Late submissions may not be accepted, and if accepted will be subject to the course policy on late assignments.*