

SOCIOLOGY 4062
SUFFERING AND CARE IN SOCIETY
SPRING 2015

Professor Don Grant

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“Public education at every level should cultivate the ability to imagine the experiences of others and to participate in their sufferings.”

-- Martha Nussbaum (1996)

Suffering is an inevitable feature of human existence, as is the need to be cared for. This course examines how societies respond to the reality of suffering and the experiences of their caregivers. This course should be relevant not only to students majoring in sociology and planning to work in jobs that involve care, but to all students hoping to improve and better understand the human condition.

The course is divided into four modules: The first module addresses how sociological treatments of suffering and care differ from those in the popular media and some of the practical issues involved in studying people who suffer or provide care. The second explores the different forms and causes of suffering in today's world. The third investigates the changing nature and organization of care. And the fourth considers the special challenges that nurses, teachers, social workers, and other care professionals face in a society that largely devalues care.

COURSE REQUIREMENTS

1. Class sessions and class preparation: Class sessions will consist of lectures and structured group presentations, as well as an occasional panel discussion. The vitality of the course depends in part on student questions, comments, and ideas. You are expected to raise relevant questions or comments in class that come to mind.

You can also raise issues with the instructor during office hours or via e-mail. Class participation and interaction with the instructor will help you understand the material and can make a difference in your final grade if you are on the borderline between grades. If you do not participate and do not consistently keep up with the reading, you do so at your own peril. It is therefore imperative that you attend every class, listen carefully, participate in discussion, and take detailed notes. Class attendance will be taken periodically. Students who regularly miss class will have their grade adjusted accordingly.

2. Class readings: Class lectures and discussions are designed to complement and supplement the readings. You should complete reading assignments prior to the class session for which they are assigned.

3. Volunteer Work: To help students relate what they learn about suffering in the classroom to the actual suffering that goes on outside it, they are required to volunteer 9 hours in a program sponsored by a local non-profit. Your volunteer work must be completed by the last day of regular classes and ideally should be spread evenly throughout the semester since some of your take-home exam questions (see below) will be based on your volunteer experiences. Students must provide information on where they will plan to volunteer no later than the third week of classes (no exceptions).

4. Term Paper: To better understand the experiences of those who provide care for a living, students are required to write a term paper based on an interview of a care professional. This paper should be at least 10 pages (typed, double spaced), of which two pages are to be filled with photographs that provide a sense of the setting where the care professional works.

(Photographs cannot be larger than 4" X 6".) The paper is to be organized into two parts. In the first half, you are to tell a story of a particular problem that the care professional has faced in their work (Dilemma), how he or she has attempted to resolve it (Development), and the results of those attempts (Resolution). In the second half, you are to reflect critically on the story you have just told. Specifically, you need to discuss a) the *social distance* between yourself and the care professional, b) the extent to which your pictures do justice to the *meanings of suffering* mentioned by him or her, c) the *diffusion of care responsibilities* in their work setting, d) the *motivations and emotional strategies* of the care professional, and e) any evidence of *transcending suffering* and how, if at all, your story casts doubts on the *adequacy of private charity*. (The italicized themes are ones that we will cover over the course of the semester.) Your photo essay is due on the last day of regular classes.

5. Structured Group Discussions and Work. Each student will be responsible for preparing 3 two-page memos (type-written, double-spaced with one inch margins) in response to assigned discussion questions. You are responsible for reading the assigned materials before the date for each assignment and preparing answers to your assigned discussion question in advance of class. During the fifth week of class, I will divide the class into discussion groups. To prepare for the group discussion and presentation, each group member will type an answer to a single discussion question before coming to class. I encourage students to work with group members out of class to understand the questions, but writing the memos is not a group exercise. The memos facilitate individual writing skills, understanding of the material, and preparation for in-class group discussions. The memos will be handed in during class and graded on accuracy, insights, and clarity of expression. **Late memos will not be accepted after the class they are due except in instances of documented illness, documented family emergency, or a dean's excuse.** On each class day designated for structured group discussions, all those who wrote on a particular question will discuss their responses with other members of their group. The group will then write an outline of the consensus response to their question on a transparency to be shared with the rest of the class. Groups should plan for an 8-10 minute presentation, followed by a few minutes of questioning from the class and/or instructor.

Importantly, exam questions may be taken directly from the set of questions given to groups for class presentation. Therefore, on the days when group presentations are scheduled, it is important to think about the entire set of questions, not just the one your group has been asked to write on. Listen carefully to the presentations of other discussion groups and ask questions until you fully understand the answer.

6. Exams: There will be four exams. The first three exams will consist of five essay questions; the fourth exam will consist of two essay questions. You will be permitted to consult your notes, articles, etc. - everything but your fellow students -- when taking an exam. Importantly, one to two of the exam questions will be given to students in advance (see "Take-Home Exam Questions").

7. There are no extra credit assignments.

COMPONENTS OF FINAL GRADE

15 points	Volunteer work
20 points	Term paper
15 points	Three group presentations/memos (5 points each)
15 points	First exam
15 points	Second exam
15 points	Third exam
<u>5 points</u>	Fourth exam
100 points*	

REQUIRED READING MATERIALS

The readings are available on D2L.

ACCOMODATIONS FOR STUDENT WITH DISABILITIES

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community, N200, and <http://www.colorado.edu/disabilityservices>.

OBSERVANCE OF RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I that you let me know in advance if you plan to miss a class because of a religious holiday. See full details at http://www.colorado.edu/policies/fac_relig.html.

APPROPRIATE CLASSROOM ENVIRONMENT

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

HARASSMENT AND DISCRIMINATION POLICY

The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships Policy apply to all students,

staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127, or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

HONOR CODE

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>.

CLASS SCHEDULE

I. INTRODUCTION

Week of 1/12

Orientation to the Course

Class Reading: (1) L. DeGregory and M. Lyttle, "The Girl in the Window." 2008.

Images of the Human Condition: Popular vs. Social Scientific Approaches

Class Readings: (1) A. Kleinman and J. Kleinman, "The Appeal of Experience, the Dismay of Images: Cultural Appropriations of Suffering in Our Times." 1997. (2) H. Becker, "Photography and Sociology." 2007.

Studying Experiences of Suffering and Care

Class Readings: (1) D. Denzin, "Securing Biographical Experience." 1989. (2) P. Bourdieu, "The Space of Points of View." 1999 (3) P. Bourdieu, "Understanding." 1999.

II. THE SOCIAL REALITY OF SUFFERING

Week of 1/19

What is Suffering? Should Sociologists Study It?

Class Reading: (1) I. Wilkinson, "What is Suffering?" 2005.

What are the Different Forms and Causes of Suffering in Modern Society?

Class Reading: (1) I. Wilkinson, "Our Classical Heritage." 2005.

Take-Home Exam Question (DUE ON DATE OF EXAM #1): Reflecting on the reasons sociologists have tended to avoid the topic of suffering, discuss your own feelings about studying human misery and how those feelings might shape your volunteer experience this semester.

Week of 1/26

How Much Suffering is There in the World Today?

Class Readings: (1) E. Klinenberg, "Dying Alone: The Social Production of Isolation." 2003. (2) P. Bourgois, "Violating Apartheid in the United States." 2003. (3) N. Scheper-Hughes. "Delirio de Fome: The Madness of Hunger." 1992. (4) J. Auyero and D. Swistum, "The Social Production of Toxic Uncertainty." 2008.

Has the Meaning of Suffering Changed Over Time?

Class Readings: (1) D. Morgan and I. Wilkinson, "The Problem of Suffering and the Sociological Task of Theodicy." 2001. (2) D. Lupton, "Risk as a Moral Danger: The

Social and Political Functions of Risk Discourse in Public Health.” 2005. (3) D. G. Faust, “Believing and Doubting: ’What Means this Carnage?’” 2008.

Take-Home Exam Question (DUE ON DATE OF EXAM #1): Study the set of photos at <http://lightbox.time.com/2011/11/17/below-the-line-portraits-of-american-poverty/>. Can we determine what are the causes of poverty from these pictures? To what would most Americans attribute poverty? Would these pictures confirm or challenge their thinking? Explain your answers.

Week of 2/2

Controversy: Does Religion Alleviate or Exacerbate Misery in the World?

Class Readings: (1) M. Juergensmeyer, “Terror and God.” 2003. (2) M. Juergensmeyer, “The Mind of God.” 2003.

Controversy: Do Digital Media Sensitize or Desensitize Americans to the Suffering of Distant Others?

Class Readings: (1) L. Boltanski, “The Politics of Pity.” 1999. (2) E. Armstrong, D. Carpenter, and M. Hojnacki, “Whose Deaths Matter?: Mortality, Advocacy, and Attention to Disease in the Mass Media.” 2005.

Week of 2/9

Prepare Class Presentations

Group Presentations

Week of 2/16

Exam #1 on 2/17

III. THE ORGANIZATION OF CARE

What is Care? Should Sociologists Study It?

Class Readings: (1) J. Tronto, “Care.” 1993. (2) K. Waerness, “The Rationality of Caring.” 1984. (3) A. K. Daniels, “Invisible Work.” 1987.

Who Has Traditionally Provided Care?

Class Readings: (1) M. DeVault, “Introduction.” 1991. (2) K. Abel, “A Historical Perspective on Care.” 2000. (3) E. Glenn, “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor.” 1992.

Take-Home Exam Question (DUE ON DATE OF EXAM #2): Reflect on the clips from the movie titled “Driving Miss Daisy” that were shown in class. What do these clips suggest about the racialized division of care in America's past? In your opinion, how much has that division of care changed since?

Week of 2/23

How Has the Organization of Care Changed in Recent Times?

Class Readings: (1) J. Dizard and H. Gadlin, "The Transformation of Dependency." 1990. (2) T. Knijn and M. Kremer, "Gender and the Caring Dimension of Welfare States." 1997. (3) M. Cameron, "Manufacturing Motherhood: The Shadow Work of Nannies and Au Pairs." 1998. (4) B. Ehrenreich and A. Hochschild, "Introduction to Global Woman: Nannies, Maids, and Sex Workers in the New Economy." 2002.

Is There a Care Deficit in Modern Society?

Class Readings: (1) A. Hochschild, "The Politics of Culture: Traditional, Cold Modern, Post Modern and Warm Modern Ideals of Care." 1995. (2) D. Stone, "Caring by the Book." 2000. (3) S. Wong, "Diverted Mothering: Representations of Caregivers of Color in the Age of Multiculturalism." 1994. (4) Schepher-Hughes, "Two Feet Under and a Cardboard Coffin: the Social Production of Indifference in Childhood Death." 1992. (5) Schepher-Hughes, "(M)Other Love: Culture, Scarcity, and Maternal Thinking." 1992.

Take-Home Exam Question (DUE ON DATE OF EXAM #2): Study the "Kindergarten Handbook" found on D2L. In your opinion, would a parent be consoled, confused, or troubled by such a manual? What does this manual suggest about more public and bureaucratized forms of care? Relate your answer to your observations, as a volunteer.

Week of 3/2

Controversy: Do Bureaucratic Care Systems Discourage Individuals From Taking Personal and Moral Responsibility for Others' Suffering?

Class Readings: (1) C. Heimer, "Why We Need a Sociology of Responsibility." 1998. (2) C. Heimer, "Responsible Individuals in an Organizational World." 1998. (3) D. Chambliss, "Death as an Organizational Act." 1996.

Controversy: Do Humanitarian Aid Programs Do More Harm than Good?

Class Readings: (1) C. Calhoun, "The Imperative to Reduce Suffering: Charity, Progress, and Emergencies in the Field of Humanitarian Action." 2008. (2) N. Kristof, "Aid – Can It Work?" 2006.

Week of 3/9

Prepare Class Presentations

Class Presentations

Week of 3/16

Exam #2 on 3/17

IV. THE EXPERIENCES OF CARE WORKERS

What are the Different Types of (Paid) Care Work? What Motivates Individuals to Enter Care Occupations?

Class Readings: (1) R. Wuthnow, "Reasons to Care: The Multiple Voices of Modern Society." 1995. (2) N. Nodding, "The Caring Professional." 1984.

How Does the Meaning of Care Change When It is Performed Outside the Family?

Class Readings: (1) R. Wuthnow, "First Steps: From Family Ties to Specialized Caring." 1995. (2) A. Smith and S. Kleinman, "Medical Students' Contact with the Living and the Dead." 1989.

Take-Home Exam Question (DUE ON DATE OF EXAM #3): Read chapter 8 from Steve Giegerich's book titled *Body of Knowledge* found on D2L. What does it suggest about the socialization of care professionals?

Week of 3/30

How Do Care Workers Manage Their Emotions and Those of Their Clients?

Class Readings: (1) A. Hochschild, "Exploring the Managed Heart." 1983 (2) A. Hochschild, "Feeling Management: From Private to Commercial Uses." 1983. (3) B. Ashforth, C. Kulik, and M. Tomiuk, "How Service Agents Manage the Person Role Interface." 2008. (4) A. Henderson, "Emotional Labor and Nursing: An Under-appreciated Aspect of Caring Work." 2001. (5) L. Isenbarger and M. Zembylas, "The Emotional Labor of Caring in Teaching." 2005. (6) M. Wolkowicz and J. Power, "Helping Women and Protecting the Self: The Challenges of Emotional Labor in an Abortion Clinic." 2007.

Take-Home Exam Question (DUE ON DATE OF EXAM #3): Reflect on the episode of *House* titled "One Day, One Room" that was shown in class. Does it demonstrate the vices or virtues of emotional detachment? Relate your answer to your experiences as a volunteer.

Week of 4/6

How Valued is Care Work?

Class Readings: (1) P. England and N. Folbre, "The Cost of Caring." 1999. (2) P. England, M. Budig, and N. Folbre, "Wages of Virtue: the Relative Pay of Care Workers." 2002. (3) S. Correll and S. Benard, "Getting a Job: Is There a Motherhood Penalty?" 2004. (4) D. Sainsbury, "Social Welfare Policies and Gender." 2001.

Controversy: Does Money Take the Care Out of Care Work?

Class Readings: (1) J. Nelson, "Of Markets and Martyrs: Is It OK to Pay Well for Care?" 1999. (2) N. Folbre and J. Nelson, "For Love or Money – Or Both?" 2000.

Week of 4/13

Controversy: Can and Should Care Work Be Rehumanized?

Class Readings: (1) J. Martin, K. Knopoff, and C. Beckman, "An Alternative to Bureaucratic Impersonality and Emotional Labor: Bounded Emotionality at the Body Shop." 1998. (2) S. Lopez, "Emotional Labor and Emotional Care: Conceptualizing Nursing Home Care Work." 2006. (3) D. Grant, A. Morales, and J. Sallaz, "Pathways to Meaning: A New Approach to Studying Emotions at Work." 2009.

Prepare Group Presentations

Week of 4/20

Group Presentations

Exam #3 on 4/23

Week of 4/27

V. TRANSCENDING SUFFERING / ADVOCATING CARE

What Gives Humans Hope?

Class Readings: (1) P. Berger, "The Comic as Consolation: Tragicomedy." 1997. (2) Schepher-Hughes, "De Profundis: Out of the Depths." 1992.

Is There a Place for Care in Politics?

Class Readings: (1) K. Woodward, "Calculating Compassion." 2002. (2) Eliasoph, N. "The Mysterious Shrinking Circle of Concern." 1998. (3) E. N. Glenn, "Creating A Caring Society." 2000.

Take-Home Exam Question (DUE ON DATE OF FINAL EXAM): Drawing on the assigned readings for this last module, explain why you think there is or is not a place for care in politics.

Exam #4

1:30 on 5/6