**Suffering and Care in Society (SOCY 4062)**

Spring 2018; M-W 3-4:15pm

Classroom: Hale 230

**Instructor**: Cristen Dalessandro **Email:** crda9581@colorado.edu

**Office Hours:** Wednesdays 1-3pm

**Office location**: Ketchum 381

**Course Description**:

Sociology is the scientific study of social relationships, social interactions, and social institutions. In this course, we will explore human suffering and care from a sociological point of view. We will focus on the social structural dimensions of human suffering, attempts to provide care, and the experiences of those in the “carework” professions (such as social work, medicine, nonprofit work, and so on). At the culmination of this course, students should be able to understand suffering and care from a sociological point of view and begin to understand how to approach issues of suffering and care in their own lives and professions/careers.

This course counts towards the recently established Care, Health, and Resilience Certificate (for more information, please visit https://www.colorado.edu/programs/chr/certificate-requirements).

**Required Texts:**

There are no required textbooks for this course. All of the readings are available on the D2L\* site for the class. Specific due dates for readings are listed on the course schedule. There are also certain weeks in which “text” may be extended to include audio/visual material (such as a youtube clip, podcast episode, and so on). Links to these materials are on D2L as well.

\*In order to access D2L, please visit https://learn.colorado.edu/. If you have problems with D2L, please see: http://oit.colorado.edu/d2l and/or contact Information Technology Services (ITS) at (303) 735-HELP or help@colorado.edu. Having access to D2L is important because 1) I will use it to post electronic copies of readings, the syllabus, and any class handouts, 2) I will use it to keep track of class grades (which you will be able to view), and 3) you will be asked to turn in any term papers electronically via D2L.

**Grading**:

Grading for the class will be determined by the following breakdown:

In-Class Writing 5%

Exam 1 20%

Exam 2 20%

Midterm Short Paper 15%

Final Exam 20%

Final Paper/Project 20%

TOTAL 100% (I can’t discuss grades via email!)

**In-Class Writing (5% of total grade)**: On occasion, I will provide you with in-class writing assignments, which may include group work, free-writing, and worksheets. *You must be present for these assignments and there is no make-up work*. Since there is no grade for regular attendance in this class, these activities will benefit the grades of those students who attend class regularly. *Your two lowest grades in this category (including zeros) will be dropped, but no more than two*. Because of this, I would suggest using your absences wisely. You cannot get bonus in this category.

**Exams (60% of total grade)**: There will be three exams in this class. These exams are not cumulative and will cover the material in the corresponding sections that break down the class. Testable material includes homework texts and lecture/in-class materials. Format of exams will be a combination of multiple choice and short answer questions. The dates of the exams are noted on the syllabus, with the exception of the third exam, which will take place during our allotted final time (TBD).

Exam Make-Up Policy- If you have to miss an exam, I will allow make-ups *only with official documentation*. Official documentation examples include doctor notes, documentation from the athletic department (for athletes), etc. A note from your parents does not count as official documentation. You must notify me either prior to the missed exam, if you know you will be absent, or within 48 hours after the exam. *If you do not notify me within 48 hours after the exam, you waive your opportunity to take a make-up exam*. Make-ups may consist of an alternate exam (including an all-essay exam if circumstances are appropriate) and date and time must be arranged with the instructor.

**Midterm Short Paper (15% of total grade)**: For this short paper, you will provide me with a list of at least ten potential references (academic journal articles or books) you will be using for your final paper/project and a description of how the references matter for your paper/project. Due date for this paper is noted on the course schedule below. I will provide more details and directions for this paper during the fourth week of class (six weeks before the due date).

**Final Paper/Project (20% of total grade)**: For this project, *you may choose a paper or presentation option*. If you choose the paper option, you must work with one partner (due to the “design thinking” component—more info on this later) and each person will be turning in their own paper. If you choose to work on a presentation, you will be doing a class presentation and each member of the group will hand in a shortened version of the paper. More directions will be given at a later date regarding grading criteria and choosing partners/groups. However, for both the paper and the presentation options, you will be asked to use “design thinking” to respond to the challenges that come along with encountering suffering and attempts at care in your current/anticipated career, volunteer, and citizenship experiences.

**Grading Scale:**

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| --- | --- | --- |
| **Letter** | **Percentage** | **Description** |
| A  A- | 93-100  90-92 | Exceptional: Exceeds all required elements of the assignment, and the quality of the work is considerably greater than what is required. The quality of the work is greatly above average and impressive to the evaluator. |
| B+  B  B- | 88-89  83-87  80-82 | Good: Meets all required elements of the assignment, and the quality of the work is better than what is required. |
| C+  C  C- | 78-79  73-77  70-72 | Average: Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work. |
| D+  D  D- | 68-69  63-67  60-62 | Below average: Does not meet all the required elements of the assignment, and/or the quality of the assignment is considerably lower than satisfactory. |
| F | 59 and below | Failing: Almost none of the requirements of the assignment are met and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or ability to follow instructions. |

**General Class Policies:**

1. Accommodations: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services as soon as possible. Examples of accommodations you might need include a note taker or a distraction-reduced environment for exams. Disability Services determines accommodations based on documented disabilities. If you believe you qualify for extra accommodations but have not contacted the office yet, they can be reached at 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices/>.

2. Academic Honesty: Academic dishonesty will not be tolerated in this class. 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 include cheating, plagiarism, lying, bribery, threatening behavior, and aid of academic dishonesty. Those found to be in violation of the Honor Code will be reported to the Honor Code Council. Please refer to [www.colorado.edu/honorcode](http://www.colorado.edu/honorcode) to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at [honor@colorado.edu](mailto:www.colorado.edu/honorcode).

**My Policies**:

1. No laptops or cell phones are allowed in this course unless the instructor grants special permission. If you have a disability that requires you use a laptop, please see me immediately so we can discuss accommodations.

2. Please do not consistently come to class late or begin packing up to leave before class is dismissed. It is distracting to both the instructor and the other students.

3. If you miss class, it is your responsibility to find out what you missed. For in-class notes, please contact one of your classmates (see “class contacts” at the end of this syllabus). Meeting me during office hours for clarification is encouraged, however, you should obtain the notes you missed FIRST before we meet.

4. As instructor, I reserve the right to ask any individuals whom I perceive to be a threat to myself, other students, or the classroom learning environment to leave class.

**Class Schedule** \*Readings due on particular dates are listed under each date. Assignments are listed in bold under the date each is due.

Week 1—Class Introductions

* January 15 (No Class)
* January 17
  + Wilkinson and Kleinman, *Introduction*

Week 2—Social Suffering, Care, and the Role of Sociology

* January 22
  + Wilkinson and Kleinman, *Chapter 6: Caregiving*
  + Jones, Haenfler, Johnson, “Building a Better World”
* January 24
  + Stacey, “Finding Dignity in Dirty Work: The Constraints and Rewards of Low-Wage Home Care Labour”
  + Zelnick, Haviland, Morgan, “Caring for Care Workers”

Week 3—Suffering, Care, and Medical Care Workers

* January 29
  + Dodson and Zincavage, “’It’s Like a Family’: Caring Labor, Exploitation, and Race in Nursing Homes”
  + Gjodsbol, Koch, Svedson, “Resisting Decay: On Disposal, Valuation, and Care in a Dementia Nursing Home in Denmark”
* January 31
  + Dill, Erickson, and Diefendorff, “Motivation in Caring Labor: Implications for the Well-being and Employment Outcomes of Nurses”

Week 4— Suffering, Care, and Medical Care Workers

* February 5
  + Gjerberg, Forde, Pedersen, and Bollig, “Ethical Challenges in the Provision of End-of-Life Care in Norwegian Nursing Homes.”
* February 7
  + Podcast, “Final Exit”
  + Quill “Death and Dignity”

\*Distribution of Term Paper Instructions

Week 5— Medical Choices

* February 12
  + Davis, Dewey, and Murphy, “Giving Sex: Deconstructing Intersex and Trans Medicalization Practices”

\*Review for Exam 1

* February 14 💕

**Exam 1 (in class) Feb 14**

Week 6— Social Suffering and Care in Social Work

* February 19
  + Edin and Schaefer, *Chapter 1; Chapter 5*
* February 21
  + Block et al. “The Compassion Gap in American Poverty Policy”

Week 7—Social Suffering and Care in Social Work

* February 26
  + Reich, *Chapter 3; Chapter 4*
* February 28
  + Menjivar and Salcido, “Immigrant Women and Domestic Violence: Common Experiences in Different Countries”
  + Hlavka, “Normalizing Sexual Violence: Young Women Account for Harassment and Abuse”

Week 8—Suffering, Care, and Volunteer/Nonprofit Work

* March 5
  + Wang, “Unequal Logics of Care: Gender, Globalization, and Volunteer Work of Expatriate Wives in China”
  + Petrzelka and Mannon, “Keepin’ This Little Town Going: Gender and Volunteerism in Rural America”
* March 7
  + Swartz, “Mothering for the State: Foster Parenting and The Challenges of Government-Contracted Carework.”

Week 9— Design Thinking and Addressing Social Suffering in the U.S.

* March 12
  + Video: Stanford Design Thinking Virtual Crash Course
  + Brown and Wyatt, “Design Thinking for Social Innovation”

Review for Exam 2

* March 14 🍀

**Exam 2 (in class) March 14**

Week 10—Issues of Education and Inequality

* March 19
  + Holland and DeLuca, “’Why Wait years to Become Something?’: Low-Income African American Youth and The Costly Search in For-Profit Trade Schools”
  + McMillan Cottom, *Chapter 4*
* March 21

In-class film (March 21): *The Lottery*

**Midterm short paper due to D2L by 11:59pm on Friday, March 23**

SPRING BREAK!

Week 11— Education

* April 2
  + Chang, “An Appraisal Perspective of Teacher Burnout: Examining the Emotional Work of Teachers”
  + Riendeau, “Realism: The Antidote to Teacher Burnout?”
* April 4
  + Heilig and Jez, “Teach for America: A Review of the Evidence”
  + Riegle-Crumb and Humphries, “Exploring Bias in Math Teachers’ Perceptions of Students’ Ability by Race and Ethnicity”

Week 12— Global Issues of Suffering and Care

* April 9
  + Anwary, “Acid Violence and Medical Care in Bangladesh: Women’s Activism as Carework”
  + Whalley, *Chapter 4*
* April 11
  + Petrunov, “Human Trafficking in Eastern Europe: The Case of Bulgaria”
  + Lebov, “Human Trafficking in Scotland”

Week 13— Global Issues of Suffering and Care

* April 16
  + Luna, “Getting Out of The Dirt: Racialized Modernity and Environmental Inequality in the Cotton Sector of Burkina Faso”
  + Kates, “Markets, Sweatshops, and Coercion”
* April 18

In-class film (April 18): *The True Cost*

*\*Optional Reading: El Nasser “LA Garment Industry Rife with Sweatshop Conditions”*

Week 14— Responding Thoughtfully and Crafting Solutions

* April 23
  + Gladwell, “Small Change: Why the Revolution Will Not Be Tweeted”
  + Johnson, “What Can We Do? Becoming Part of The Solution”
  + Jones, Haenfler, Johnson, “The Seven Foundations of a Better World”
* April 25
  + Final Presentations (Group Projects)

**Final Papers (if not doing the group project) due to D2L by 11:59pm on Friday, April 27**

Week 15

* April 30
  + Final Presentations (Group Projects)
* May 2
  + Final Presentations (Group Projects)

Review for last exam

FINAL EXAM TBA [finals week] ☀

**I reserve the right to make changes to this syllabus if need be throughout the semester. However, should any part of it change, you will be notified accordingly**

Peer Contact Info (your source for getting missed material)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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