## Gendered Professions and the Transnational Care Economy

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## Course Description

Nursing and teaching—two women-dominated professions—lie at the heart of the "care economy." Involving work that requires intensive physical labor, person-to-person communication, and spatial proximity, the intimate nature of care work resists mechanization. In contrast to the production of commodities, the highly personalized labor of care is driven by human need rather than profit maximization. This course provides an overview of distinctive gendered professions whose object of labor is the human subject. In nursing and teaching, skill entails the effective exercise of professional judgment. Focused on the cultivation and preservation of human capacities, this professional labor resists routinization and automation. In addition to examining the distinctive nature of these caring professions, the course explores recent efforts to heighten the profit-making potential of the care economy, and it considers the long-term implications of efforts deskill and outsource care work.

## Course Requirements

**Participation.** Students are required to complete and think seriously about all assigned course materials. To demonstrate that they have done so, students must do 2 things each week:

1) On Tuesday before midnight, send the instructor 2 thoughtful questions, each about a different reading of those assigned for that week. Students may use the opportunity to ask for clarification of a point in a reading. If the instructor finds widespread confusion on a particular point, she will respond on the discussion board. She will also post selected questions to generate discussion. The best questions will invite consideration of a particular point in relation to multiple texts or the course as a whole. Questions that show no familiarity with assigned readings will not receive credit. 14 sets of questions are required; that is, each student will be allowed to miss a set of questions for any single week during the semester. *Questions will count for **10% of the final grade**.*

2) Participate actively in online discussion by posting comments that engage the week's assigned materials on the discussion board. Substantive and sustained class participation is crucial for a productive online course experience, and such participation depends on students completing the assignments. At times, topics discussed may be personal and/or politically charged. Students may express their opinions on the discussion board and openly disagree with anything said without concern that their grade will be negatively affected, *but they must do so respectfully*. Hostile, overly personal, or insensitive remarks will be removed from the discussion board and affect the writer's discussion participation grade. The grade will be based on the number, volume, and quality of student comments. *Discussion participation will count for **20% of the final grade**.*

**Papers.** Course requirements include 2 formal essays, each 4-5 pages in length. Specific instructions will be posted at least 4 weeks in advance of essay deadlines. Each essay will be

graded according to the conventions of formal English essay writing. That is, each essay should have a thesis that addresses the assigned question, make a coherent, persuasive argument in support of that thesis, be composed of coherent, fully developed paragraphs, and cite sources (including course texts) consistently according to APA or MLA conventions. It should also be largely grammatical. Some grammar errors will be overlooked, particularly when English is not the writer's first language, but the meaning must be easily intelligible to an experienced reader. *Each essay will count for **15% of the final grade***.

**Examinations.** There will be a midterm and a final, both open-book written exams. Students will receive instructions one week prior to the due dates and may use *only* assigned course materials to complete the exams. *Each exam counts for **20% of the final grade***.

***Plagiarism in any form will not be tolerated and will result in serious consequences. If you are unsure of the meaning of plagiarism or whether you may be plagiarizing, you should discuss the issue directly with the instructor. You may also address your inquiries on line at*** [http://teachx.rutgers.edu/integrity/policy.html](http://teachx.rutgers.edu/integrity/policy.html). ***Failure to avoid plagiarism may, and most likely will, result in severe punishment.***

## Reading Materials

**Required texts.** The following books are required for this class. They are available at the Rutgers University Bookstore (One Penn Plaza, Ferren Mall, New Brunswick, NJ 08901).

- Leonard, Eileen B. 2003. *Women, Technology, and the Myth of Progress.* Upper Saddle River, NJ: Prentice Hall.

- Noble, David F. 1977. *America by Design: Science, Technology, and the Rise of Corporate Capitalism.* New York: Oxford.

- Noble, David F. 2002. *Digital Diploma Mills: The Automation of Higher Education*. New York: Monthly Review.

- Reverby, Susan M. 1987. *Ordered to Care: The Dilemma of American Nursing, 1850-1945*. New York: Cambridge.

- Sennett, Richard. 2008. *The Craftsman.* New Haven: Yale.

- Wajcman, Judy. 1991. *Feminism Confronts Technology*. University Park, PA: Pennsylvania State University.

**Supplemental readings** will be posted on line.

## Course Schedule

Week 1

### *Technological determinism & progress*
- Noble, Introduction – Chapter 4, *America by Design* (1977), pp xvii-65
- Leonard, Chapters 1-4, *Women, Technology, and the Myth of Progress* (2003), pp 1-74
- Leonard, Chapter 8, *Women, Technology, and the Myth of Progress* (2003), pp 174-91

Week 2

***The work of social reproduction***
- Folbre, Introduction – Chapter 3, *The Invisible Heart: Economics and Family Values* (2001), pp xi-80
- Reverby, Introduction – Chapter 4, *Ordered to Care* (1987), pp 1-76
- Zelizer, "Encounters of intimacy and economy," *The Purchase of Intimacy* (2005), pp 7-46
- Zelizer, "Nursing care," *The Purchase of Intimacy* (2005), pp 185-7

Week 3

***Nursing professionalization & the masculine prestige of technology***
- Reverby, Chapters 7-8, *Ordered to Care* (1987), pp 121-58
- Sandelowski, Chapters 1-3, *Devices and Desires: Gender, Technology, and American Nursing* (2000), pp 1-66
- Wajcman, "Feminist critiques of science and technology," *Feminism Confronts Technology* (1991), 1-26
- Wajcman, "Technology as masculine culture," *Feminism Confronts Technology* (1991), 137-61
- Traynor, Introduction, *Managerialism and Nursing: Beyond Oppression and Profession* (1999), pp 1-20
- Traynor, "Locating nursing within the discourses of the Enlightenment," *Managerialism and Nursing: Beyond Oppression and Profession* (1999), pp 63-83

Week 4

***Nursing knowledge & expertise***
- Benner, "The Dreyfus model of skill acquisition applied to nursing," *From Novice to Expert: Excellence and Power in Clinical Nursing Practice* (2001), pp 13-38

***Modernity and corporate efficiency***
- Taylor, *The Principles of Scientific Management* (1911)
- Noble, Chapters 5-6, *America by Design* (1977), pp 69-109

Week 5

**Paper #1 due on Thursday before midnight**
***Modernity and corporate efficiency (cont.)***
- Foster, "Introduction to the new edition" in Braverman, *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century* (1974), pp ix-xxiv
- Braverman, Introduction and Part I, *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century* (1974), pp 3-104
- Wajcman, "The technology of production," *Feminism Confronts Technology* (1991), pp 27-53

<u>Week 6</u>

***Technical control***
- Foucault, "Part Three: Discipline," *Discipline and Punish: The Birth of the Prison* (1977), pp 135-228
- Fraser, "From discipline to flexibilization?", *Scales of Justice: Reimagining Political Space in a Globalizing World* (2010), pp 116-30
- Baker, "Worker," *The Numerati* (2009), pp 17-40
- Leonard, Chapter 6, *Women, Technology, and the Myth of Progress* (2003), pp 116-47

<u>Week 7</u>

***Technical control (cont.)***
- Robinson, "Surveillance and Nursing," *Research for Nursing Practice*
- Rinard, "Technology, deskilling, and nurses," *Advances in Nursing Science* 18.4 (1996)
- Traynor, "Beyond oppression and profession," *Managerialism and Nursing: Beyond Oppression and Profession* (1999), pp 155-76
- Sennett, Chapter 3, *The Craftsman* (2008), 81-118
- Noble, "Another look at progress," *Progress Without People: In Defense of Luddism* (1993), pp 1-18

<u>Week 8</u>

**Midterm exam due on Thursday before midnight**
***The corporate model & privatization of public education***
- Folbre, Chapter 6, *The Invisible Heart: Economics and Family Values* (2001), pp 136-58
- Ravitch, "Choice: the story of an idea," *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education* (2010), pp 113-48
- Noddings, "Education as a Public Good" in Anton et al, eds, *Not for Sale: In Defense of Public Goods* (2000), pp 279-98
- Klein, "Disaster apartheid," *The Shock Doctrine: The Rise of Disaster Capitalism* (2007), pp 406-22

<u>Week 9</u>

***The virtual university***
- Noble, Chapter 7 - Epilogue, *America by Design* (1977), pp 110-324
- Mahar/Karvounis, "Bayh-Dole and the academia-industrial complex," Health Beat Blog (May 2008)
- Noble, *Digital Diploma Mills* (2002)

<u>Week 10</u>

***The virtual university (cont.)***

- Carr, Prologue – Chapter 7, *The Shallows: What the Internet Is Doing to Our Brains* (2010), pp 1-148

Week 11

***Managed care restructuring***
- Beniger, Chapters 1-2, *The Control Revolution: Technological and Economic Origins of the Information Society* (1986), pp 1-60
- Mahar, Chapters 1-4, *Money-Driven Medicine: The Real Reason Health Care Costs So Much"* (2006), pp 1-153

Week 12

***Managed care restructuring (cont.)***
- Mahar, Chapter 6, *Money-Driven Medicine: The Real Reason Health Care Costs So Much"* (2006), pp 198-224
- Eggleston, "Symposium: Patient advocacy and consumer protection through union activism," *Saint Louis University Law Jornal* 41 (1997): 925-71

***Machines caring for machines: the nurse***
- Herdman, "Nursing in a postemotional society," *Nursing Philosophy* 5 (2004): 95–103
- NNU/IHSP, "Health Information Technology Basics"
- Gaus, "Technology push in hospitals puts stress on workers," *Labor Notes* 364 (2009): 1-2
- Odih/Knights, "Post-Fordist production and the time-disciplined call center" in Odih, *Gender and Work in Capitalist Economies* (2007), pp 115-30
- Bain/Taylor, "Entrapped by the 'electronic panopticon'? Worker resistance in the call centre," *New Technology, Work and Employment* 15.1 (2000): 2-18

Week 13

***Machines caring for machines: the nurse (cont.)***
- Folbre, Nancy, "Nursebots to the Rescue?" *Globalizations* 3.3 (2006): 349–60
- Sharman, "Remembering the basics," *International Journal of Medical Informatics* 76S (2007): S222-S228
- Timmons, "A failed panopticon," *New Technology, Work and Employment* 18.2 (2003): 143-52
- Pine, "From healing to witchcraft," *Culture, Medicine and Psychiatry* 35.2 (2011): 262-84
- CNA 2008 Staff Nurse Assembly panel on HIT, excerpts (video)
- *The Stepford Wives* (1975, science fiction film) **Note:** *Be sure to see the original 1975 version rather than the remake.*
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***Machines caring for machines: the patient***
- Baker, "Patient," *The Numerati* (2009), pp 154-81
- Little, "Talking cure and curing talk," *Journal of the Royal Society of Medicine* 98 (2005): 210-12

- Rinard, "Technology, deskilling, and nurses," *Advances in Nursing Science* 18.4 (1996)
- Sennett, Chapter 5, *The Craftsman* (2008), 149-78

Week 14

**Paper #2 due on Thursday before midnight**
*Is evidence-based medicine science or religion?*
- Carpenter, "Treating an illness is one thing. What about a patient with many?", *New York Times* (March 30, 2009)
- Groopman, "Healthcare: Who knows best?", *New York Review of Books* 57.2 (2010)
- Sennett, Chapter 1, *The Craftsman* (2008), pp 19-52
- Sennett, Chapter 6-8, *The Craftsman* (2008), pp 179-238
- Tonelli, "Evidence-free medicine," *Perspectives in Biology and Medicine* 52.2 (2009): 319-31
- Rogers, "Evidence-based medicine and women" *Bioethics* 18.1 (2004): 50-71

Week 15

*Is evidence-based medicine science or religion?*
- Hofstadter, "Foreword to the new edition" in Nagel/Newman, *Gödel's Proof* (1931), pp ix-xxi
- Nagel/Newman, Chapters 1-3, *Gödel's Proof* (1931), pp 1-36
- Kuhn, "The nature and necessity of scientific revolutions," *The Structure of Scientific Revolutions* (1962), 92-110
- Noble, Introduction, *The Religion of Technology: The Divinity of Man and the Spirit of Invention* (1997), pp 3-6
- Noble, Chapter 10 – Appendix, *The Religion of Technology: The Divinity of Man and the Spirit of Invention* (1997), pp 143-228

**Final exam due on [date] before midnight**