

GEOG 331: 'GLOBAL POVERTY AND CARE'

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Introduction:

This course explores causes and patterns of global poverty and links this to the urgent need for care and care ethics in our lives and in society broadly. We begin with a critical approach to global poverty studies, focusing on the production of inequality across the globe (including the rich countries). We look at how shifts in contemporary society suggest an urgent need for care (in many senses). Specifically, we examine the context for care including: i) the extension of market relations into almost everything (health care, education, environmental protection, elder-care etc.); ii) the systematic devaluation of care-work; iii) pervasive discourses of personal responsibility (for poverty, inner city decline, unemployment, etc.); and iv) withdrawal of state supports in many crucial arenas. We focus on how care work is devalued and globalized through international flows of care that contribute to global inequality. Through our analysis of global interconnections we will think about our responsibilities to care for those who are near and those who are across the globe.

Core questions and learning goals include:

- What are geographical patterns and causes of global poverty and inequality?
- What is care? Why care now?
- What do geographies of care look like?
- How do global interconnections shape our responsibility for care across distance?
- What are the possibilities and challenges of caring across distance and engaging with people in distant and different places?
- What models currently exist for caring for our society and our world?

Course Readings:

Nakano-Glenn, E. 2010. *Forced to Care: Coercion and Caregiving in America*. Cambridge, MA: Harvard University Press.

A reading packet available on e-reserve at the class website: <http://tinyurl.com/geog331> or at: <http://eres.lib.washington.edu/eres/coursepage.aspx?cid=8513>

Course Requirements:

- 1) Students are expected to attend all classes and to complete all assigned readings.
- 2) Students will participate in group presentations on the readings in Thursday class sessions. You will be graded on quality of your participation in the group effort and the presentation (**10% of course grade**).
- 3) There will be a take-home midterm exam, handed out in lab sections worth **30% of your final course grade**:

Friday Feb 15th (6th week) and due in class Tuesday Feb 19th

- 4) Students will be graded on **class participation for 10% of the grade**. This will include completing all the readings, writing a series of reflective essays about the readings, participation in all class discussions, and responding to each others' group presentations throughout the quarter.
- 5) Students will complete two credit/no credit assignments that build directly to either their service-learning or research projects (**10% of course grade**).
- 6) Students will conduct a service-learning project with an 'opt-out alternative research project'. This will involve both a **presentation (20%) and a written paper for (20%) of your grade**. I will provide separate handouts with details on each option.

Important Dates

Friday March 15th last class

**** paper due Tuesday March 19th at 10:00am in TA boxes ****

COURSE OUTLINE

I. Introduction (Weeks 1-3)

- What is global poverty? Why focus on inequality? What are the causes of inequality?
- The context for poverty and care – neo-liberal times in the global economy
- What are critical feminist care ethics?
- What are the links between the devaluation of care and poverty/inequality?
- Care ethics offer a new way to respond to and act on poverty.

II. Care as a Public Matter (Weeks 4-6)

- The substance of care-work – its marginalization and centrality in our lives
- Global divisions of care
- How do we care and take collective responsibility across distance?

III. Care Ethics and Reframing Responsibility (Weeks 7-10)

- Conducting action research PAR
- Examples of social responsibility
- What does it mean to talk about our ethical responsibilities to care?

Documenting and Citing Sources:

Citing is the act of indicating the source of information. Authors cite their sources: 1. to give credit to the originator of an idea or research they wish to discuss and 2. to allow readers to locate the source of the information and read it in context. Citation styles are a standardized system for citing materials used when writing research papers. Citation styles are created by professional organizations such as the Modern Language Association (MLA) or publishers such as the University of Chicago Press (Chicago Style).

When engaging in research for this course, you are expected to:

1. Assemble and analyze a set of sources that you have determined are relevant to the issues you are investigating
2. Acknowledge clearly when and how you are drawing on the ideas or phrasings of others
3. Cite and acknowledge sources, using a consistent citation style.

The Libraries citation and writing help guide,

<http://guides.lib.washington.edu/citations>, lists citation style examples and provides links to citation management software.

Appropriate Use of Internet Sources:

Non-academic internet sources include sites like Wikipedia, non-profit organizational websites and for-profit commercial websites; they do not include e-journal articles, online scholarly journal articles and academic e-books. When incorporating non-academic websites into your research, the burden is on you to establish the validity, authorship, timeliness, and integrity of what you find. Websites and web documents can easily be copied and falsified or copied with omissions and errors -- intentional or accidental. However, many reputable agencies, government organizations and publishers make quality sources available by publishing them on the web. Your assignment requirements and your own critical reading of web sources should guide your use of internet sources. Consult "Evaluating web pages: techniques to apply & questions to ask" for more guidance,

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

COURSE READING LIST

Weeks 1 & 2

What is Global Poverty? Why focus on Inequality?

Activities: Service-Learning setup; video Unnatural Causes

Krugman, P. 2002. *For Richer*. New York Times article.

Nakano-Glenn, E. 2010. *Forced to Care: Coercion and Caregiving in America*. Chapter 1.

Singletary, M. 2012. Approaching the Caregiver Cliff. *The Washington Post*.

Lawson, V., Jarosz, L., and Bonds, A. 2010. Articulations of Place, Poverty and Race: Dumping Grounds and Unseen Grounds in the Rural American Northwest. *Annals of the Association of American Geographers* 100(3), 655-677.

Hickey, S. 2009. Rethinking Poverty Analysis from the Margins: Insights from Northern Uganda. *Afriche e Orienti*

Lawson, V. 2012. Decentring Poverty Studies: Middle Class Alliances and the Social Construction of Poverty. *Singapore Journal of Tropical Geography* 33, 1-19.

Wilkinson, R. and Pickett, K. 2009. *The Spirit Level. Why More Equal Societies Almost Always do Better*. Allen Lane, Chapters 2, 6 and 8.

Week 3

Context for Care: neo-liberal times

Video: Animation of Harvey's analysis of crisis; Poverty Outlaw Video

Nakano-Glenn, E. 2010. *Forced to Care: Coercion and Caregiving in America*. Chapter 6.

Harvey, D. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press. Chapter 1.

Morgen, S., Acker, J. and Weight, J. 2010. *Stretched Thin*. Chapter 6 'Life after welfare'.

Fraser, N. and L. Gordon. A Genealogy of Dependency: Tracing a Keyword of the US Welfare State. *Signs* 19(2): 309-336.

BROWSE Teller-Elsberg, J., Folbre, N., Heintz, J. 2006. *Field Guide to the U.S. economy: a compact and irreverent guide to economic life in America*. New York: New Press. Browse pages: 44, 78, 84, 99 and 102.

Week 4

What are Critical Feminist Care Ethics?

Video: Waging a Living

Nakano-Glenn, E. 2010. *Forced to Care: Coercion and Caregiving in America*. Introduction and chapter 2.

Goode, J. and Maskovsky, J. 2001. *The New Poverty Studies*. Chapter 1.

Tronto, J. 1993. *Moral Boundaries. A Political Argument for an Ethic of Care*. New York: Routledge. Chapters 4 and 5.

Week 5

Care as a Public Matter: the value of caring labor

Nakano-Glenn, E. 2010. *Forced to Care: Coercion and Caregiving in America*. Chapters 3 and 5.

Lawson, V. 2007. Geographies of Care and Responsibility. *Annals of the Association of American Geographers*, 97(1): 1-11.

Hunt, N. 1990. Domesticity and Colonialism in Belgian Africa *Signs* 15(3), 447-474.

England, K. 2007. Welfare provision, welfare reform, welfare mothers' in Cox, K., Low, M. and Robinson, J. (eds.) *Handbook of Political Geography*, London: Sage.

Week 6

Care and poverty across the globe

Video: Marilyn Waring 'Who's Counting?'

Parrenas, R. 2000. Migrant Filipina Domestic Workers and the International Division of Productive Labor. *Gender and Society* 14(4): 560-581.

Van Eyck, K. 2005. *Who Cares? Women Health Workers in the Global Labour Market*. UK: Unison.

Williams, F. 2010. Towards a Transnational Analysis of the Political Economy of Care. In R. Mahon and F. Robinson (eds.) *The Global Political Economy of Care: Integrating ethical and social politics*. Vancouver: UBC Press.

Hondagneu-Sotelo, P. 2000. 'The International Division of Caring and Cleaning Work' in *Care Work. Gender, Labor and the Welfare State*. New York: Routledge

Week 7

Care and Responsibility: participatory action research

Kindon, S., Pain, R. and Kesby, M. 2007. *Participatory Action Research*, read chapter 2 this can be read online through the UW library

Ethics of International Engagement and Service Learning: a toolkit, 2009. Chapter 2 and then browse.

Massey, D. 2004. 'Geographies of Responsibility' *Geografiska Annaler* 86B(1), 5-18.

Robinson, F. 2005. Care, Gender and Global Social Justice: Towards a Moral Framework for Ethical Globalization. Working Paper.

Weeks 8 and 9

Caring Across Distance

Video: Mammoth; Domestic Worker Activists and Dutch Domestic Worker Video

Working in the Global Economy

Staeheli, L. and Nagar, R. 2002. 'Feminists Talking Across Worlds' *Gender, Place and Culture* 9(2), 167-172.

Silvey, R. 2004. 'Geographies of Sweatshop Activism' *Antipode* 2: 191-197.

Featherstone, L. 2004. 'Si, Se Puede!' *Antipode* 2: 198-202.

Cravey, A. 2004. 'Students and the Anti-Sweatshop Movement' *Antipode* 2, 203-208.

Workers Rights Consortium, examine their mission and projects at:

<http://www.workersrights.org/about.asp>

Jobs with Justice Movement, examine their mission and projects at:

<http://www.jwj.org/about.html>

Service Employees International Union: <http://www.seiu.org/>

Student Farmworker Alliance examine their mission and projects at:

<http://www.sfalliance.org/about.html>

Working on Health Care

Pfeiffer, J. et.al, 2008. 'Strengthening Health Systems in poor Countries: A Code of Conduct for Non-Governmental Organizations. *Health Policy and Ethics* 98(12).

Health Alliance International: <http://www.healthallianceinternational.org/>

Health Impact Fund: <http://www.yale.edu/macmillan/igh/>

People's Health Movement: <http://www.phmovement.org/>

Oxfam Health and Education Campaign: <http://www.oxfam.org/en/campaigns/health-education>

Week 10

Student Project Presentations

A handout will describe your responsibilities as presenters and reviewers.