WGS1283 **/** EMR 131 **“Love’s Labors Found: Uncovering Histories of Emotional Labor”**

Prof. Caroline Light

Fall 2018

Thursdays 9:00-11:45

Emerson 106

How do love, care, and desire influence the value of work, and why is emotional labor – which is vital to child or elder care, domestic labor, nursing, teaching, and sex work – often considered to be something *other* than work? How and why do the racial and gender identities of workers affect the economic, social, and emotional value of their labor? How do political and social arrangements of labor help produce and reinforce racial categories while solidifying the boundaries separating masculinity and femininity? Through a mix of primary and secondary sources, this seminar explores histories of emotional labor and the power structures that give meaning to often taken-for-granted categories of work. These sometimes hidden histories are key to untangling the gender, sexual, and racial implications of the “intimate industries” that populate today’s transnational labor economies.

**Assignments / Grade Breakdown:**

Participation[[1]](#footnote-1) (Active, Prepared, Collegial) 20%

Blog posts/questions on readings (3) 15%

Responses to blog posts (2) 10%

Short essay on Feelings and Work 15%

Midterm Primary Document Analysis (10/26) 20%

Final Paper – Synthesis (TBA) 20%

**Required Textbook:**

Arlie Hochschild, *Global Women: Nannies, Maids, and Sex Workers in the New Economy*

**Participation (20%):**

Attendance is mandatory as is thoughtful, informed participation. Verbal engagement with your class is crucial to the process of learning to evaluate and to revise your own and others’ ideas and arguments.  All class members are expected to complete assigned readings and to make three blog posts on the appropriate on-line forum *before class* meets. Please do not allow yourself to fall behind on readings, as this will hinder the productivity of class discussions.  **It will be impossible to achieve an A in this course without participating in class discussions regularly and consistently**.  If you feel that you will have difficulty participating, please see me immediately.

**Grace days = 3**:

In light of life’s curveballs and unplanned difficulties, like malfunctioning technology, coinciding due dates, and illness, each student will have three “grace days,” with which to extend the deadline of an assignment. If you choose to use grace days to submit a project late, please let me know by indicating on the project (assuming it is a written assignment) or by email. You can choose to spread the days out, using a day on one assignment and another on a different assignment, or you can save them all for the final project. Weekend days count in the final tally, so please use them wisely.

Please note: There will be no extensions, and, after you have depleted your three grace days, late assignments will be down-graded 1/3 letter grade per day (or portion of a day) late.

**Accommodations:**
Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the [Accessible Education Office](http://www.aeo.fas.harvard.edu/) (AEO) and speak with the instructor by the **end of the second week of the term**. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although I may to contact the AEO to discuss appropriate implementation.

**Academic Integrity:**

The success of this course depends upon your active engagement and collaboration with your peers. While some assignments call for individual work, others allow you to work with others. I will provide clear guidelines on each assignment. Academic dishonesty of any kind is not tolerated in this class, nor at Harvard in general. It is your responsibility to familiarize yourself with the College [Honor Code](http://honor.fas.harvard.edu/honor-code) and rules on academic integrity (see the latest edition of the [Student Handbook](http://handbook.fas.harvard.edu/icb/icb.do?keyword=k88702&pageid=icb.page516359)), including rules on dual submission and the definition of plagiarism. If you plagiarize or engage in other forms of academic dishonesty, you will receive a failing grade for the course. If you are ever in doubt about citation format or whether/how to cite a source, **please ask your instructor!**

**Weekly Schedule:**

**September 6 / Day One**:

Brief Overview - What is the relationship of emotion and work? What is “Affective” about labor? Why does it matter, and how will history help us better understand it?

Case Studies – invisible labor; informal economies; love marketized

read before class: [Tara Bahrampour](https://www.washingtonpost.com/people/tara-bahrampour/), “[These college students moonlight as ‘grandkids’ for hire. Seniors love it](https://www.washingtonpost.com/news/inspired-life/wp/2018/06/20/these-college-students-moonlight-as-grandkids-for-hire-seniors-love-it/?noredirect=on&utm_term=.df44e5287ac1).” *Washington Post,* June 2018

Arlie Hochschild, “[’Rent a Mom’ and Other Services: Markets, Meanings, and Emotions](http://cdclv.unlv.edu/archives/interactionism/hochschild/rent_mom.pdf),” (2005)

**September 13 / Week 2 – On Value and Emotion**

Elif Batuman, “[Japan’s Rent-A-Family Industry](http://hutchinscenter.fas.harvard.edu/hiphop-archive-research-institute/marcyliena-morgan)” *The New Yorker,* April 2018.

Arlie Hochschild, “Can Emotional Labor be Fun?” and “Exploring The Managed Heart,” pp 3-12

Sara Ahmed, “[Feel Your Way](https://www.humcenter.pitt.edu/sites/default/files/Ahmed%20Intro_Ch%207.pdf),” *The Cultural Politics of Emotion* (2004) pp 1-12

Audre Lorde, “[The Uses of Anger: Women Responding to Racism](http://www.blackpast.org/1981-audre-lorde-uses-anger-women-responding-racism)” (1981)

Karl Marx, *das* *Kapital* (1867) [excerpt]

**Brief blog post** assignment on value and labor: Paid v Unpaid / Work v Play

**September 20 / Week 3 – Gendering Racial Capitalism**

Cedric Robinson, [*Black Marxism*](https://libcom.org/files/Black%20Marxism-Cedric%20J.%20Robinson.pdf) (1983) Ch 4, pp 74-82

Jennifer Morgan, [*Laboring Women: Reproduction and Gender in New World Slavery*](http://muse.jhu.edu.ezp-prod1.hul.harvard.edu/book/10978) (2004) pp1-11

Kiran Mirchandani, “Challenging Racial Silences in Studies of Emotion Work: Contributions from Anti-Racist Feminist Theory” (2003)

Jacqueline Jones, [*Labor of Love, Labor of Sorrow: Black Women, Work, and the Family, from Slavery to the Present*](https://www-fulcrum-org.ezp-prod1.hul.harvard.edu/concern/monographs/xs55mc12w)*,* Intro and Chapter One

**September 27 / Week 4 - Transnational Intimacies, Tangled Histories**

Lisa Lowe, *Intimacies of Three Continents* [Ch 1]

Saski Sassen, “Global Cities and Survival Circuits,” in *Global Women*

Marina Carter andKhal Torabully, *Coolitude* [excerpt]

Gaiutra Bahadur, *Coolie Woman* [excerpt]

**October 4 / Week 5 – Motherwork and Socialization**

Adrienne L. Edwards & April L. Few-Demo, “African American Maternal Power and the Racial Socialization of Preschool Children,” (2016)

~~Patricia Hill Collins “~~[~~Shifting the Center: Race, Class, and Feminist Theorizing about Motherhood~~](https://hollis.harvard.edu/primo-explore/fulldisplay?docid=TN_mla1994070562&context=PC&vid=HVD2&lang=en_US&search_scope=everything&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,Patricia%20Hill%20Collins%20Shifting%20the%20Centre:%20Race,%20Class&sortby=rank&offset=0)~~”~~ *~~Representations of Motherhood~~* ~~(1994), pp.56-74~~

Pierrette Hondagneu-Sotelo, *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (2001) [excerpt]

Shellee Colen, “[Like a Mother to Them: Stratified Reproduction and West Indian Childcare Workers and Employers in New York](https://search-alexanderstreet-com.ezp-prod1.hul.harvard.edu/view/work/bibliographic_entity%7Cbibliographic_details%7C1759337#page/91/mode/1/chapter/bibliographic_entity%7Cdocument%7C1828338)” (2006)

**October 11 / Week 6 – Reproducing Labors**

Nicole Constable, “Reproductive Labor at the Intersection of Three Intimate Industries: Domestic Work, Sex Tourism, and Adoption” (2016)

Arlie Hochschild, “The Surrogate’s Womb”

Jennifer Morgan, , [*Laboring Women: Reproduction and Gender in New World Slavery*](http://muse.jhu.edu.ezp-prod1.hul.harvard.edu/book/10978) (2004) pp12-49

Iyko Day, *Alien Capital: Asian Racialization and the Logic of Settler Colonial Capitalism*

**October 18 / Week 7 – meet in Schlesinger Library at 9:10**Librarian Tamar Brown will introduce us to the collection, and then show us to the COYOTE collection

Readings:

Silvia Federici, [*Wages Against Housework*](https://monoskop.org/images/2/23/Federici_Silvia_Wages_Against_Housework_1975.pdf) (1974)

Wendy Edmond and Suzie Fleming, eds., *All Work and No Pay: Women, Housework, and the Wages Due* (1975) [excerpts]

Anne McClintock, “[Screwing the System](https://dept.english.wisc.edu/amcclintock/writing/Screwing_article.pdf)” (1992)

**Midterm** = Primary Document Analysis, 5-7pp, due ~~Friday, October 26~~ [Oct 28 at 5pm]

**October 25 / Week 8 – Love, Work, and Other Broken Boundaries**

Rhacel Parrenas, *Illicit Flirtations* [excerpt]

Rhacel Parrenas, “The Care Crisis in the Philippines,” in *Global Women*

**Kathi Weeks, “Down with Love: Feminist Critique and the New Ideologies of Work”**

Miya Tokumitsu, "[In the Name of Love (Links to an external site.)Links to an external site.](https://www.jacobinmag.com/2014/01/in-the-name-of-love)" Jacobin 2014.

**November 1 / Week 9 - One of the Family**

**Kellie Carter Jackson, “’She Was a Member of the Family’: Ethel Phillips, Domestic Labor, and Employer Perceptions” (2017)**

**Alice Childress, “All About My Job” (1956)**

"[More Slavery at the South](https://b-womeninamericanhistory19.blogspot.com/2017/01/the-african-american-nanny-after-civil.html)," by a Negro Nurse, *Independent*, 25 January 1912, 196–200. (scroll all the way down)

Sally Mann, “[White Child, Black Nanny](https://www.saturdayeveningpost.com/2015/10/white-child-black-nanny/),” *Saturday Evening Post*, October 2015.

**Visual Archives:**[The African American Nanny after the Civil War - Paintings & Photos](https://b-womeninamericanhistory19.blogspot.com/2017/01/the-african-american-nanny-after-civil.html)(2017)

FaceBook photos of “nannies who loved us”

**November 8 / Week 10 – Erotic Informalizations**

Denise Brennan, “Selling Sex for Visas,” in *Global Women*

Amalia Cabezas, *Economies of Desire* [excerpt]
Meaningful Work: Transgender Experience in the Sex Trade

Nyasha Kadandara, “[Sex and the Sugar Daddy](https://www.bbc.co.uk/news/resources/idt-sh/sex_and_the_sugar_daddy),” BBC news

Dianne Avery, “The Female Breast as Brand: The Aesthetic Labor of Breastaurant Servers,” in *Invisible Labor*

**November 15 / Week 11 – Creative and Precarious**

**Jessamyn Linh Nguyen Hatcher, “’Make What You Love’: Homework, the Handmade, and the Precarity of the Maker Movement,” *Women Studies Quarterly* (2017) [available on Project Muse through Hollis]**

Guy Standing,“[The Precariat](https://provisionaluniversity.files.wordpress.com/2012/11/standing-guy-precariat-new-dangerous-class.pdf)” (2011) pp 1-4

Patricia Hill Collins, “New Commodities, New Consumers: Selling Blackness in a Global Marketplace,” (2006)

Ursula Hews, “The Underpinnings of Class in the Digital Age” (2014)

Silvia Federici, “[Precarious Labor: A Feminist Viewpoint](https://web.archive.org/web/20090129174238/http%3A//auto_sol.tao.ca/node/3074),” (2008)

**November 22 = Happy Thanksgiving!**

Take time to reflect on and give thanks for the emotional labor that sustains your life!

**One-page final paper proposal due Nov 27 on Piazza**

**November 29 / Week 12 – Invisible Labors / Neoliberal Blind Spots**

Nick Dyer-Witheford, *Cyber-Proletariat: Global Labor in the Digital Vortex*

Rob Lambert and Andrew Herod, *Neoliberal Capitalism and Precarious Work: Ethnographies of Accommodation and Resistance*

Sara Ahmed, “Affective Economies”

Arlie Hochschild, “I Was Invisible to Myself” (2012)

**Final papers due Dec 15, 5pm**

1. Since one cannot participate without attending class, it is understood that missing class will undermine one’s participation grade. In fact, since the class meets only once weekly, regularly missing class is incompatible with a successful experience in the class. [↑](#footnote-ref-1)