

**School for New Learning
DePaul University
Course Syllabus: FA 371 Work and the Modern Self
Winter Quarter 2009**

1. General Information

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Location: Loop Campus

Time: Tuesdays, January 6 - March 17, 2009

Credit Hours: 4 (two competencies) or 2 (one competence)

2. Course Description and Faculty Biographical Sketch

Our identities are shaped by the work that we do (and by the work that we may not have the opportunity to do). This course will address the impact of our work on our sense of self. For some people, "work" refers to one's job, the means of one's livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate "work" with drudgery and compulsion, while others relate the word to productivity and stimulation. We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We will also consider the value that society assigns to different types of work (and the impact of that valuation on us as individuals and as members of various social groups). Other topics will include how work affects our family and social lives, the impact of modern values on how we view our work, and the role of technology in how we do our work and in how we view our work.

Kevin Buckley earned an M.A. in Liberal Studies from DePaul University where his research addressed the role of institutions in mediating between the individual and society. He is an academic advisor at the Loop campus. He has taught the following SNL courses "Making Difficult Decisions - Moral Life in Modern Culture," "Advanced Elective: Spirituality, Culture, and Technology," "Catholic Social Ethics," "Spiritualities of Work" (FDIS) and "College Writing." He has also conducted adult continuing education programs about spirituality at the Newberry Library and Loyola University's Institute of Pastoral Studies.

3. Competencies

A-3-D. Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.

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You will address the contribution of work and leisure to the meaning, value, and purpose that individuals and groups may assign to work and to the products of working. Your writing will address the assumptions of a philosopher, theologian, or other significant thinker who has written about the meaning and value of work. You will also consider the implications of these ideas for your approach to work or leisure.

- H-4.** Can analyze power relations among racial, social, cultural, or economic groups in the United States.

You will consider the historical, sociological, or economic dimensions of the unequal power relations among different groups, especially in regard to how these relations have led to the denial of economic, social, and political justice to some of these groups. To do this, you will identify a definition of justice that can serve as a measure of what is owed to individuals and the groups to which they belong. You will reflect on your own experiences of power relations in the workplace, but also will consider what citizens of a democracy should be doing to promote the just distribution of the products of work.

- S-3-F.** Can analyze the integration of new technology into a specific field of human endeavor.

You will describe how your focus area (or your current or future work) has been affected by a specific technology. You will then use the insights and principles of the social sciences and of another field of study to analyze the impact of this technological innovation on your focus area (or your work). This analysis will include a reflection on the impact of technology on society, law, the economy, and the values that guide American workers.

- FX.** Can describe the role of [profession or industry] in meeting human needs (or otherwise tailored to reflect a focus area concentration).

You will identify how your focus area contributes to human work. In particular, your analysis will focus on the role of institutionalized practices in both empowering you as a worker but also in circumscribing how you go about doing your work.

If your focus area does not relate to a specific profession or industry, you and I will discuss options and agree on a competence statement that is pertinent both to course content and to your plan for your focus area. By the third week of the quarter, you will need to have proposed a competence statement and three criteria to be used in the assessment of your writing. You should register for a focus area elective only if you have a plan for your focus area that has been approved by your faculty mentor and by your professional advisor. I recommend

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also that you discuss with your academic committee your plans to register for this competence.

4. Learning Experience

Classroom learning strategies include brief presentations on key concepts, viewing of videotaped material, in-class writing exercises, structured class discussions of the assigned reading, and small-group discussions of mini-cases that illustrate course concepts. Written assignments are designed to help students to master each of the characteristics of the competence or competencies for which they have registered.

Attendance and participation: Classroom learning activities provide information and opportunities for application of course content that are not provided in the reading assignments. Therefore, consistent attendance is expected. If you must miss class, please take notify me before that date or within one day after the class. It is your responsibility to obtain notes from another class member after a class that you have missed. Since almost half of your grade is based on classroom participation, it is important that you complete classroom exercises that you missed because of an absence.

Reading: Al Gini, *My Job, My Self: Work and the Creation of the Modern Individual* (New York: Routledge, 2001). In addition to this book, reading for the course will include handout material that will be distributed each session. You will do some additional reading that will be specific to the competencies for which you have registered.

5. Outcomes

At the end of this course, you should able to:

- apply a definition of work to the work that you do
- relate several aspects of human culture to a description of the "work of the world"
- identify several characteristics of "the modern self" and
 - compare and contrast these characteristics with more traditional understandings of the self
 - relate these characteristics to your experience of work.
- describe the potential contributions of philosophy, theology, and the social sciences to understandings of the modern self.

If you have registered for the A-3-D competence, you should be able to assess the assumptions and implications of a significant thinker's ideas about work or leisure.

If you have registered for the H-4 competence, you should be able to apply a definition of justice to an analysis of the reasons why two groups may have unequal access to work and unequal rewards for the work that they do.

If you have registered for the S-3-F competence, you should be able to describe how the social sciences and one other academic discipline would analyze the impact of a specific technological innovation on one aspect of your work.

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If you have registered for the focus area elective (FX), you should be able to describe the role of institutionalized practices and social arrangements in empowering and in circumscribing your experience of work.

6. Evidence That You Will Submit

You will apply course concepts and reflect on your work experience:

- in discussions of:
 - the assigned reading
 - videotaped material
- in classroom exercises.

Written papers that will be submitted by everyone in the course include:

- a one-page statement that identifies messages about work that you received as a child (details to be provided during the first class session)
- a two-page "scope of work" description using an academic definition of this concept (details to be provided during the second class session).
- a two-page description of the "work of the world" that addresses at least four aspects of human culture (details to be provided during the third class session).

For each competence for which you have registered, you will submit a three-page early in the quarter and then a final paper of about six pages at the end of the quarter. You may substitute a classroom presentation for *partial* demonstration of one competence.

At the end of the quarter, you will submit a one-page reflection on your learning in the course.

7. Criteria for Assessment

The criteria for class participation and written exercises will include the extent to which you reference your classroom participation to specific content in the course readings, to other reading, to previous classroom discussions, or to your own life experience. Simply expressing your opinion is not considered a demonstration of the competence. About 40% of your grade will reflect the quality of your participation in class, and thus, absence from class or a pattern of tardiness may affect the final grade.

Assessment criteria for the one-page paper due Session Two will address whether you clearly identified some messages about work that you received as a child. (Details will be provided during the first class session. My assessment of this paper will not include an evaluation of the personal content of your statement.)

Assessment criteria for the two-page "scope of work" description that will be submitted by everyone in the course include:

- reference in the description to an academic definition of work
- discussion of the role of paid and of other work in your life from the perspective of

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this definition.

(Details will be provided during the second class session. My assessment of this paper will not include an evaluation of the personal content of your description.)

Assessment criteria for the two-page description of the "work of the world" that will be submitted by everyone in the course include:

- whether the paper substantively addresses at least four aspects of human culture
- appropriate application of an academic understanding of work to each of the four aspects of human culture
- use of appropriate vocabulary
- appropriate application of grammatical conventions
- timely submission of preliminary and final papers

(Details about this assignment will be provided during the third class session. My assessment of this "work of the world" description will not include an evaluation of the specific content of your description, but will address its scope.)

Writing for the A-3-D competence will include approximately six pages of analytic writing addressing the assumptions of a philosopher, theologian, or other significant thinker who has written about the meaning and value of work. You will also consider the implications of these ideas for your approach to work or leisure.

Writing for the H-4 competence will include a definition of justice that can serve as a measure of what is owed to individuals and to the groups to which they belong. You will use this definition of justice to consider the historical, sociological, or economic dimensions of the unequal power relations among specific groups. Your analysis should address how these relations have led to the denial of economic, social, and political justice to some of these groups. You will reflect on your own experiences of power relations in the workplace, but also will consider what citizens of a democracy should be doing to promote a just distribution of the products of work.

Writing for the S-3-F competence will include will describe how your focus area (or your current or future work) has been affected by a specific technological innovation. You will then apply the insights and principles of the social sciences and of another field of study to analyze the impact of this technological innovation on your focus area (or your work).

Writing for the FX competence will address how your focus area contributes to human work. In particular, your analysis will focus on the role of institutionalized practices in both empowering you as a worker but also in circumscribing how you go about doing your work. If your focus area does not address a specific profession or industry, your writing will reflect characteristics of your competence statement that we have discussed early in the course.

Competence-based writing will also be evaluated in regard to whether the paper:

- included multiple parenthetical references to the course readings
- when pertinent, cited the reading appropriately at the end of each paper using the correct MLA or APA format.

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The one-page reflection on your learning, which you will submit at the end of the quarter, will address your ability to synthesize important course themes and concepts.

My assessment of all written work will consider whether you have:

- submitted the paper by the due date or, in the case of a notified absence, within twenty-four hours of the class that was missed
- included an appropriate introduction describing the scope and purpose of your paper,
- demonstrated a college-level mastery of Standard English word usage and grammatical conventions, including:
 - sentence structure
 - punctuation, and
 - subject-pronoun and subject-verb agreement.

Writing Help: For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the DePaul University Writing Centers at <http://condor.depaul.edu/~writing/>.

See DePaul University's policies regarding requests to be graded on a pass-fail basis. For purposes of this course, such requests should be submitted by 5:59 PM, January 20, 2009. See the Addenda, below, for the policy guiding requests for a grade of "incomplete" for the quarter.

I will abide by the University's guidelines on academic integrity (see policy in addenda below). Please note that the DePaul Student Handbook defines plagiarism as follows:

Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism will result in a failure of the assignment or possibly of the course.

According to the policies of DePaul University, All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

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Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

8. Tentative Class Schedule

#1) January 6, 2009

Course competencies and major course concepts

- Perspectives on work and working
- Characteristics of the modern self
- FX meeting

Reading for Session Two: Gini, Chapters One and Two.

#2) January 13, 2009

- Work and identity
- Work and family
- Defining "work"
- The work ethic
- A-3-D meeting

Reading for Session Three: Gini: Chapters Three and Four.

#3) January 20, 2009

- Work, class, and status
- "Good" and "bad" work
- Power and justice in the workplace
- The "work of the world"
- H-4 meeting

Reading for Session Four: Gini: Chapters Five and Six.

#4) January 27, 2009

- Technology and work
- Work and community
- Work and time
- S-3-F meeting

Reading for Session Five: Gini: Chapters Seven and Eight.

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#5) February 3, 2009

- Charity and justice
- Work and gender
- Work and the family
- F-X meeting

Reading for Session Six: Gini: Chapters Nine and Ten.

#6) February 10, 2009

- Work and health
- Work in a consumer society
- A-3-D meeting

Reading for Session Seven: Gini: Chapter Eleven.

#7) February 17, 2009

- The culture of the workplace
- The managerial ethos
- H-4 meeting

Reading for Session Eight: Gini: Chapter Twelve.

#8) February 24, 2009

- Market economics and work
- Technological change and personal identity
- Responding to changes in the workplace
- S-3-F meeting

Reading for Session Nine: Gini: Chapter Thirteen.

#9) March 3, 2009

- Work and rights
- Work and leisure
- Work and place

Reading for Session Ten: Gini: Chapter Fourteen; Epilogue.

#10) March 10, 2009

- Volunteer and other types of unpaid work
- The future of work
- Five perspectives of work and the meaning of life
- Optional competence-related presentations

*Please hold March 17 in case it is necessary to cancel one of the earlier sessions.
The topics listed above are tentative and may be adjusted.*

10. Due Dates for Written Assignments (details to be provided in class)

#2), January 13, 2009: a one-page "Messages about work" statement (everyone)

#3), January 20, 2009: a two-page "Scope of Work" description (everyone)

#4) January 27, 2009: a two-page "Work of the World" description (everyone) and selection of competence statement in writing (F-X)

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- #5), February 3, 2009, three-page paper (F-X)
- #6) February 10: three-page paper (A-3-D)
- #7) February 17, 2009: three-page paper (S-3-F)
- #8) February 24, 2009: three-page paper (H-4)
- #9) March 3, 2009: six-page paper incorporating three-page paper (F-X)
- #10) March 10, 2009: six-page paper incorporating three-page paper (A-3-D)
By email by March 17, 2009:
 - Six-page paper incorporating three-page paper (S-3-D)
 - Everyone: a one-page reflection on your learning in the courseBy email by March 21, 2009:
 - Six-page paper incorporating three-page paper (H-4)**This is a change from the March 17 due date in the original syllabus.

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades.

Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

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Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact me as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted, as applicable to your situation:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220, *or*
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.