

**GLOBAL PERSPECTIVES ON BALANCING
WORK AND FAMILY
[SAMPLE]**

HC283 / CCH 283

Course: Tuesdays, 5:45pm-9:00pm, January 3-March 14

Location: Loop Campus, TBA

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Office hours: check Campus Connect > BlueStar for available times

COURSE DESCRIPTION

How have people balanced the demands of work and family? What role has politics played in this history? This course develops students' understanding of issues in the history of gender, family, and work through historical and contemporary accounts from Europe and the United States. We will take a close look at issues such as the gender division of labor, government policies on maternity, social and political movements. Course materials include scholarly readings, historical documents, lectures, films, and other varied readings. Assignments will include journals on course materials, a student-directed research project, and in-class activities.

CENTRAL COURSE OBJECTIVES INCLUDE:

- understand key concepts related to gender, work and family in historical and comparative perspective
- understand current empirical patterns related to variations in work and family related issues for women and men
- analyze, compare, synthesize and evaluate scholarly work in this research area
- engage in inquiry process by asking important research questions related to American work/family policies based on international comparisons and identifying ways to answer them
- develop a strategy to improve the work-life balance in your community

BOOKS & LEARNING RESOURCES

1. **Required:** Janet Gornick and Marcia Meyer, *Families that Work: Policies for Reconciling Parenthood and Employment* (available at DePaul Bookstore in the Loop)
2. **Required:** additional articles & readings available on D2L (d2l.depaul.edu) for this course
3. **Recommended:** a writing guide such as Diana Hacker's *A Writer's Reference*

LEARNING OUTCOMES

Students who satisfactorily complete this course will have demonstrated their ability to:

- analyze issues and problems related to work and family life from a global perspective
- compare how social institutions in two or more societies address issues of gender, work, and family
- interpret and analyze primary source materials in the historical context in which they were created

FACULTY BIOGRAPHICAL SKETCH: Sara L. Kimble (Ph.D., University of Iowa) is an Assistant Professor in the School for New Learning. Prior to joining the SNL faculty, she taught European history, humanities, and

women’s history at the University of Northern Iowa in Cedar Falls, Iowa. Her research concerns the intersection of the women’s work and politics in transnational contexts.

Assignments and Assessment

Class meetings and homework assignments will engage students in learning through a variety of means. In-class activities will include multimedia presentations, seminar-like discussions, interactive small group activities, and student-led discussions, and student presentations. Reading and writing are significant components of this course.

Detailed instructions and rubrics will be provided separately.

<i>Due</i>	<i>Assignment and Description</i>	<i>Points</i>
ALL STUDENTS		
Each class	Class Participation Includes seminar discussions, small-group and paired discussions, peer review, and in-class activities.	200
As assigned	Class Discussion Leadership Assigned discussion leaders (one or two per class) will raise questions for engaging the class in discussion on the session’s topic.	100
As assigned (5 total)	Journals - Regularly “reading journals” with response to questions (summarize & analyze readings to answer weekly questions)	250
Each class	Attendance	100
Week 10	Presentations on Projects	50
Week 11	Final project to demonstrate competence(s): 1. Op-ed or persuasive essay 2. annotated bibliography on sources 3. Reflection paper on demonstration of competence & learning experience	300
	Total	1000

CODE	COMPETENCE STATEMENT	EVIDENCE STUDENTS WILL SUBMIT TO DEMONSTRATE COMPETENCE
H5	<p>Can analyze issues and problems from a global perspective.</p> <p>In this course, the central issue to be explored concerns conflicts between the demands of paid work and family responsibilities and the role of governments, social and political movements, and attitudes about gender in shaping responses.</p>	<ul style="list-style-type: none"> • Persuasive essay or op-ed that analyzes how at least two different societies respond to the competing demands of work and family. Papers or persuasive letter/opinion piece will focus on a thematic research question around which the student will build an analytical argument. • Discussion of readings and research findings.
L3	<p>Can assess the social and personal value of civic engagement for achieving change.</p> <ol style="list-style-type: none"> 1. Critically analyzes national or local civic issues (work and family tensions) from a systemic perspective. 2. Explains the impact an engaged citizen can make to improve the effectiveness of a society (related to work and family). 3. Articulates a strategy for personal civic engagement. 4. Engages in an activity that positively contributes to the civic life of a community 	<p>Students demonstrate this competence by actively engaging with other community members in addressing an issue facing the community. The issue -- balancing work and family-- is analyzed to show an understanding of social and economic trends that shape the community. Given these systemic trends, the role of the individual in action with others is articulated with specific strategies for future involvement. Students develop and practice related skills by directly engaging in an activity that is of benefit to the civic life of a community.</p> <p>- Demonstrated through writing and documented action.</p>
H2X	<p>Can compare how social institutions in two or more societies address issues of gender, work, and family.</p> <ul style="list-style-type: none"> • Accurate comparison and contrast of two or more societies and their policies, practices, and/or attitudes related to the central course theme. 	<ul style="list-style-type: none"> • Description and comparison of social institutions through analytical writing and discussions – comparison must be included in research paper (see H5 above) • Discussion of readings, interpretation and analysis
FX	<p>See instructor for competence statement development related to course themes and content.</p>	<ul style="list-style-type: none"> • Maybe developed within or in conjunction with H5 or L3 requirements (see above). See instructor to design appropriate project.

GRADING, ASSESSMENT AND ATTENDANCE**Assignments**

- All assignments **must** be satisfactorily completed for a passing grade in this course.
- Detailed instructions and assessment rubrics will be provided separately.
- All written assignments should be submitted to the D2L Dropbox (except for work completed during class)

Grading:

The following University grading standards will be used in assessment:

- A** Accomplished the stated objectives of the course in an EXCELLENT manner
B Accomplished the stated objectives of the course in a VERY GOOD manner
C Accomplished the stated objectives of the course in a SATISFACTORY manner
D Accomplished the stated objectives of the course in a POOR manner
F Did NOT accomplish the stated objectives of the course
W Automatically recorded when the student's withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

To assign grades, the following grading scale and University grading standards will be used. (Any partial points will be rounded up to the nearest whole point.)

A+	n/a	B+	870-899	C+	770-789	D+	670-699	F	0-649
A	930-1000	B	830-869	C	730-769	D	650-669		
A-	900-929	B-	790-829	C-	700-729	D-	n/a		

ASSESSMENT

Each assignment will be assessed based on its completeness and thoroughness. Submission of drafts for the research project is expected during the quarter. You will receive feedback on these drafts to help you better develop the assignments. Incomplete work or work that does not demonstrate depth of thinking will not be considered passable. Detailed instructions and rubrics will be provided separately.

POLICY ON ATTENDANCE

DePaul University anticipates that all students will attend all class meetings of this course. Attendance is essential to success in this class. If an emergency or extenuating circumstances necessitate an absence, students must inform the instructor as soon as possible. **No credit** can be awarded for assignments missed due to an unexcused absence.

WORKLOAD EXPECTATIONS

For satisfactory completion of this course, students in this class are expected to spend at least 2 hours involved in outside class preparation for every hour spent in class.

POLICIES AND ADDITIONAL INFORMATION

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.

FOR STUDENTS WHO NEED 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 the instructor privately to discuss their specific needs. Please contact your instructor as early as possible in the quarter, preferably within the first week or two of the course. All discussion will remain confidential. Please be sure to contact the following office for additional information: Center for Students with Disabilities (CSD), Lewis Center 1420. (312) 362-8002 / CSD@DEPAUL.EDU

Writing Help and Plagiarism

The Writing Center is available for up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*. More info: <http://condor.depaul.edu/writing/>

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the SNL Guide: <http://snl.depaul.edu/writing/index.html>.

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

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 incomplete (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. If you cannot complete the course in the 10 week time frame, you may request an incomplete and submit a contract stating when you will complete the coursework. I cannot submit an Incomplete unless I have this signed contract. If you disappear from class or do not complete all required assignments you will receive an F unless an Incomplete has been arranged.