Mechthild Hart taught and mentored at SNL for 27 years and is now professor emeritus at DePaul University. Her classes, publications, and grassroots political activities have always centered on the various forms of social and political inequalities rooted in class-based, racialized, and gendered divisions of labor. For more than a decade she has been participating in the growing national and international movement of gaining dignity and respect for “work that makes all other work possible,” and has been involved in local efforts of organizing household workers in Chicago, and in passing the Illinois Domestic Workers’ Bill of Rights.

**Course Description**
In this class we will discuss the different meanings of “carework,” how our society values it, and how such valuing results in unjust or exploitative labor conditions. We will examine how the responsibilities regarding carework are unevenly distributed over different social populations, and how gender, race, nationality, or immigration status influence the valuing of carework and related labor conditions. By imagining a society that values carework, and that is founded on an ethic of care and justice we will also look at different forms of political or civic engagement. In particular, we will examine the different strategies and objectives of political movements, labor advocacy groups, and people working on policy changes. Class meetings will be taught in the form of a learning circle where we practice principles of restorative justice and engage in collaborative learning processes.
Competencies Offered:

L-3: Can assess the social and personal value of civic engagement for achieving change.
   1. Critically examines an issue related to carework from a systemic perspective.
   2. Identifies a particular aspect that requires civic engagement in order to bring about social change.
   3. Articulates the usefulness as well as challenges of personally getting involved in an individual or collective action for bringing about social change.

H-5: Can analyze issues and problems from a global perspective
   1. Critically examines how carework is inserted in a network of social and economic inequalities.
   2. Describes how the "global care chain" supports and benefits from social injustices that make carework particularly exploitable.
   3. Describes how international organizations are creating a transnational movement of household workers.

A-4: Can analyze a problem using two different ethical systems
   1. Understands the difference between ‘ethics’ and ‘morality.’
   2. Understands how different ethical systems differently address ethical challenges related to the general devaluing of carework.
   3. Can identify a particular ethical issue and describe what kinds of social changes would contribute to a caring society and democracy.

H-3-X: Can describe how personal engagement in bringing about social change affects personal values and perspectives.
   1. Critically examines the meaning of ‘personal engagement’ in civic action.
   2. Understands the relationship between personal and collective actions oriented towards bringing about social change.
   3. Describes the process of changing personal values and perspectives when learning about and getting personally involved in issues in need for social change.

Students enrolled in the 4-credit CCH section must complete the readings and assignments related to related to two competencies: one from Competence 1 in the chart below, plus the L-3 competence, since "social change" is the umbrella theme for all competences offered in this course.

Learning Outcomes
   o Understands the social-political history and labor conditions of ‘domestic work,’ ‘household labor,’ and ‘care work’;
   o Articulates ‘justice,’ ‘rights,’ and ‘care’ within corresponding ethical frameworks;
   o Relates these ethical frameworks to local, national, and international movement-building;
- Links personal knowledge and experience to social responsibility and action for social change.

**Learning Strategies**
Throughout this course we will create a learning circle by communicating according to the principles of ‘peace-making circles.’ By following this mode we will practice ‘right relationship,’ a key component of civic engagement.

Other learning activities include short individual lectures, reading and writing, class discussions, group work, conversations with guest speakers, watching videos, or investigating documents related to movement building or policy change. (More details in the Course Schedule)

**Reading Requirements**

*Home Economics: The Invisible and Unregulated World of Domestic Work.* This report is the result of a national survey conducted by the National Domestic Workers Alliance in 2012. It describes the current conditions of employed domestic workers. Available at [http://www.domesticworkers.org/homeeconomics/](http://www.domesticworkers.org/homeeconomics/)

*Forced to Care: Coercion and Caregiving in America*, by Evelyn Nakano Glenn (2010)

Other required or related readings will be made available via D2L.

**Attendance and Class Participation**
Interpersonal interaction and communication are of primary importance in this course. Our class meetings allow us to practice building a learning community. It is therefore extremely important that you attend each class session.

**Learning Deliverables**

<table>
<thead>
<tr>
<th>COMPETENCE 1</th>
<th>COMPETENCE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4, H5, H3X (no L3)</td>
<td>A4, H5, H3X, L3</td>
</tr>
<tr>
<td>• 2 Response Papers (2 pages each) to the assigned readings, with the assistance of Reading Guides</td>
<td>• A panel presentation (part of a group project)</td>
</tr>
<tr>
<td>• 9 Interview Questions, 3 each for a worker, a political organizer, and a workers’ rights advocate</td>
<td>• Summary Write-up of panel presentation (4 pages)</td>
</tr>
<tr>
<td>• 2 Summary Papers of material presented in class</td>
<td>• Evaluation of team work</td>
</tr>
</tbody>
</table>
Grading Percentages by Competence

<table>
<thead>
<tr>
<th>For both competences</th>
<th>Competence 1</th>
<th>Competence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class attendance:</strong> 30%</td>
<td>Average of individual grade for 2 response papers, interview questions, 2 summary papers: 70%</td>
<td><strong>Group presentation:</strong> 35%</td>
</tr>
</tbody>
</table>

Summary Write-up of group presentation and Evaluation of team work: 35%

Assessment Criteria

**Participation**
Participation in in-class meetings will be assessed by
1) your attendance,
2) your active involvement in the topics addressed, and
3) your ability to make connections to assigned readings.
4) Making meaningful comments on the material presented,
5) Giving a thoughtful response to contributions of your co-learners.

- **A** = Excellence in all five areas combined
- **B** = Excellence in 4 or 5
- **C** = Average contribution in all 5 areas
- **D** = Minimal contribution in all 5 areas

**Response Papers**
A well-written Response Paper is primarily dependent on
1) clearly addressing the questions provided in the Reading Guide,
2) presenting your response to the questions in the form of a coherent, well-written essay,
3) giving a brief personal response at the end of the essay that convincingly argues with a point made in the readings

- **A** = Excellence in areas 1, 2, and 3
- **B** = Does well in 1 and 3
- **C** = Does not provide a coherent essay but only answers individual questions; provides a personal reaction to the readings but does not convincingly argue in response to specific points made in readings.
- **D** = Minimal contribution in all 3 areas

**Interview Questions**
The Interview Questions have 3 components:
1) 9 different questions, 3 each for a labor organizer, a policy maker, and a worker
2) Description of how these questions relate to the assigned readings
3) Statement of the rationale behind each question.
   - A = Excellent list of questions connected to the background readings and supported by a convincing rational
   - B = Excellent demonstration of learning in 2 of the 3 areas
   - C = Some demonstration of learning in 1 and 3
   - D = Minimal contribution in all 3 areas

**Summary Papers**

In these summary papers you describe what you learned from material presented in class (video, websites)
Each summary will be assessed in terms of
1) Application of Guiding Questions
2) Evidence of careful attention, note-taking or further investigation of the material presented in class
3) Demonstration of understanding of the bigger picture represented by particular points
   - A = Excellent understanding of material addressed in class
   - B = Careful attention to material presented and appropriate selection of particular points
   - C = Some attention to relevant points

**Group Presentation**

All group presentations will address a particular aspect of a “Just and Caring Society,” the umbrella theme for all group projects,

You will be working together with 2 or 3 of your classmates, and your group can decide to give a presentation in form of
- a panel where people present different perspectives on a particular issue,
- a visual group presentation, such as a poster presentation, graphic images that make a particular point, or an art collage,
- a theatrical skit or performance.

The Group Presentation will be assessed in terms of
1) Cohesiveness (all pieces relate to each other)
2) Thoughtful and informative contribution that convincingly argues for or illustrates characteristics of a just and caring society.
   - A = Excellence in both areas
   - B = Presentation or performance that makes a convincing argument or point about a particular characteristic of a just and caring society
   - C = Presentations or performance that does address certain issues but without much depth or persuasiveness.
   - D = Minimal contribution or performance
The Summary Write-up of your individual contribution (4 pages, including list of resources) to your group presentation will be assessed in terms of

1) Purpose and relevance of your contribution to the overall theme of the group presentation.

2) Scope and depth of your contribution, including resources consulted.
   - A = Excellence in both areas
   - B = Contribution that makes a convincing argument or point about a particular characteristic of a just and caring society
   - C = Contribution that does address certain issues but without much depth or persuasiveness.
   - D = Minimal scope and depth

Team Evaluation. Your evaluation of your team will not be graded but will count positively towards your Summary Write-Up.

Course Schedule

SESSION 1, January 6

A.M. Carework and Caring about Change

Objectives: The objectives of the morning session are to review the structure of the course, and how we can practice caring relations by forming a community of learners. We will probe into the complexities of ‘care’, how ‘care work’ can come in many different forms, and how the history of European colonialism and slavery have shaped this work. We will also discuss the implications of organizing for the purpose of transforming our society into a caring democracy.

ACTIVITIES:
   - General overview of class (syllabus, assignments, class structure, relationship to competencies offered)
   - What is a ‘Learning Circle,’ and how does it relate to the class theme
   - Practicing our first circle meeting
   - Social rankings of different aspects of carework (physical – emotional, menial- spiritual) and of careworkers
   - The history of domestic work (European capitalism, colonialism, slavery, neoliberalism)
   - Civic engagement as engagement in social change

P.M. Justice in the Home and Domestic Worker Organizing

Objectives: The focus of our afternoon session will be on domestic worker organizing. We will listen to a panel of experts called “Domestic Worker Organizing: Historical Context and Current Strategies” in the fields of domestic work and labor organizing. This panel was part of a conference at Barnard College, NY (October 2014) that brought together workers, labor organizers, and academics in order to explore the
issue of creating Justice in the Home. The panelists share their analysis, ideas, and practical experiences regarding grassroots, worker-led organizing, the roles of allies and labor organizers, and their participation in bringing about legislative change.

ACTIVITIES:
We will look at the “Guiding Questions to Domestic Worker Organizing” before viewing the panel. These questions are to assist you in taking notes while watching https://www.youtube.com/watch?v=lv9n7BDC6aM
- We will have a brief discussion.
- Closing circle

ASSIGNMENTS
1) **Response Paper 1, due January 20**
   Please read the following assignments while following READING GUIDE 1 (on D2L), and write a 2-page paper:
   - Tronto, chapter 1 (D2L)
   - Glenn, chapter 2

2) **Summary of what you learned from the panelists, due January 13**
   Go over the notes you took in class, and write a one-page summary of what you think are the most important lessons you learned about the challenges or opportunities of different kinds of organizing strategies.

**SESSION 2, January 20**

**A.M. Ethics of Justice, Ethics of Care**
*Objectives:* The main objective of this session is to articulate the ethical implications of valuing or devaluing care work, and how different ethical frameworks weave together personal values with social responsibilities.

ACTIVITIES:
- Discussion of the notion of “transformative organizing” in terms of power, social inequality, and injustice.
- Circle meeting
- How issues of social justice are implied in questions such as “whom do I care about,” and “whom do I care for.”
- How all these issues are addressed by an “ethics of justice and care.”
- What are our individual and collective social responsibilities, and what kinds of ‘power’ do we need to ethically act on these responsibilities.

**P.M. Transnational Organizing**
*Objectives:* The main objective of this session is to recognize careworkers’ general lack of rights on a national as well as international level, and how international organizations coordinate national and local efforts to affect change.

ACTIVITIES:
We will look at “Guiding Questions to Transnational Organizing.” They will provide you with some tools for taking notes while browsing different websites.

We will look at the National Domestic Workers’ Alliance (NDWA) and International Domestic Workers Federation (IDWF) websites. [http://domesticworkers.org](http://domesticworkers.org); [http://www.idwfed.org/en](http://www.idwfed.org/en)

**ASSIGNMENTS:**

1) **Response Paper 2, due February 3**
   Please read the following assignments while following READING GUIDE 2 (on D2L), and write a 2-page paper:
   - Glenn ch. 6
   - Kittay, “The Moral Harm of Migrant Carework” (D2L)
   - Parreñas, ‘The Reproductive Labor of Migrant Workers” (D2L)

2) **Summary of notes, due January 27.** Look at the notes you took during class, and write a 1-page summary of what you learned regarding domestic workers and international human and labor rights

**SESSION 3, February 3**

**A.M. Servants of Globalization**

*Objectives:* The main objective of this session is to investigate how the current stage of neoliberalism continues the history of colonialism and slavery, and how the “global care chain” is inserted in the overall lack of labor and human rights. We will also discuss how democratic relations can be grounded in the value of care, and how each of us can contribute to such relations.

**ACTIVITIES:**
   - Circle meeting on issue of civic engagement and social responsibility
   - The global care chain
   - Human rights and the right to care and be cared for
   - Formation of teams and (tentative) topics
   - Our umbrella theme and how it relates to group topics and individual presentations

**P.M. Advocating Legislative Change**

*Objectives:* In this session we will look at a variety of documents that describe the organizational as well as legislative processes involved in policy change. In particular, we will look at the Illinois Domestic Workers’ Bill of Rights campaign. The main objective of this session is to give you insights into the challenges of making legislative change, and into the contributions of grassroots organizing.

**ACTIVITIES:**
We will look at the material in the folder **Making Legislative Change** (on D2L). This material provides both general guidelines as well as information and examples from the Illinois Domestic Workers’ Bill of Rights.

We will discuss some of the biggest challenges, and what you consider important steps to take when engaging in advocating for legislative change.

**ASSIGNMENTS:**

- **Assignment #5, due February 17:** Developing and articulating support for 9 questions, 3 per reading

  **The readings are:**
  - Glenn Ch. 7 from *Forced to Care*, “Creating a Caring Society”
  - Nadasen Ch. 5 from *Household Workers Unite*, “Space, place, and new models of labor organizing” (D2L)

  When reading each of the these texts please develop 3 different questions per individual reading:
  - One for a domestic worker (per reading)
  - One for a labor organizer (per reading)
  - One for a policy maker or legislator (per reading)

  In your write-up please note the title of the particular reading under which you list your three questions, and also describe what particular section motivated you to ask that particular question (including page no.) and why you think this question is important.

**SESSION 4, February 17**

**A.M. Bringing about Change, Humanizing Care**

*Objectives:* The main objective of this session is to look at concrete examples of different kinds and forms of civic engagement, and the different roles and activities involved in them.

**ACTIVITIES:**

- We will have several guest speakers (labor organizer, workers involved in the domestic workers’ movement, a person working on legislative change).
- In a circle meeting we will probe into the different meanings of ‘change’ (social, legislative, personal, interpersonal)
- We will focus on the goal or purpose of these changes, who are the agents, and how these changes relate to a caring society or democracy.

**P.M. Group Project Planning**
Objectives: The focus of the afternoon session is on assisting you and your team members in preparing your panel presentations or performance.

ACTIVITIES
  o We will finalize forming groups as well as discuss ways of communicating among group members.
  o We will discuss each team's proposed topic, how individual topics relate to it, and how all fit under the umbrella theme of “A Just and Caring Society.”

ASSIGNMENTS:
1) Prepare for your Group Project
   - Remember that the focus of your Group Project needs to fit under the umbrella theme of “A Just and Caring Society”
   - Discuss with your team what particular topic you want to set for your group project, and how your individual contribution would fit in.
   - Look at the general Bibliography as well as the readings on E-Reserve (D2L) and check which ones would be useful for your group or individual theme.
   - Start doing related background research.
2) Communicate with your team, and clarify group theme and individual topics.

SESSION 5, March 3

A.M. and P.M. A Caring Society, a Caring Democracy
The objective of this session is to review what we learned, whether we arrived at a shared understanding of the value of care and care work, and how we envision individual and collective contributions to the creation of a just and caring society.

ACTIVITIES:
  o We will summarize what we learned about the culture, structures, and politics of a caring democracy, and discuss our place in creating and sustaining it.
  o Groups will present their project
  o We will have a Closing Circle

ASSIGNMENTS:
1) Written Summary of Individual Contribution to and Evaluation of Group Presentation, due March 11
   Please describe your particular contribution in terms of preparation and involvement as well as resources consulted; 4 -5 pages, including a list of resources.

2) Finalizing Assignments
Course Policies

Attendance and Class Participation
Interpersonal interaction and communication are of primary importance in this course. Our in-class meetings allow us to practice building a learning community directly onsite. It is therefore extremely important that you attend each class session.

Incompletes
In this class the instructor will only give an Incomplete when she has at least received a first draft of missing assignments. If you wish to receive the grade of IN you must formally request in writing that the instructor issue the grade, and this before the end of the quarter.

SNL and University Policies
This course includes and adheres to SNL and university policies described in the links below:

- Academic Integrity Policy
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability

Course Resources

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office