Purpose:

This class addresses the intersection of work and vocation. Vocation refers to that to which we give our lives. It is not synonymous with one’s work or job. Yet, in much of the theological literature, work can be an expression of vocation. It is that “can be” that will be the focus of our discussion in this class. The tensions, conflicts, and confluences of work and vocation will form the core of our study. We will pay particular attention to the role of therapy and caregiving in relation to these issues. While the literature on caregiving and psychotherapy has devoted a great deal of attention to the development and repair of love and interpersonal relationships in human life, far less attention has been paid to the important aspects of work in persons’ lives and how we best respond to them in caregiving situations. In this class we will introduce students to cultural, economic, emotional, theological, and spiritual dimensions of vocation and work.

We will pay special attention to (1) the ways these dimensions of vocation and work impact career choice, development and performance, and the use of assessment instruments in the counseling process, (2) the deep and broad impact of race, gender and ethnicity on these issues, (3) the influence of class on vocation and career choice and development, (4) the differences between vocation and work, (5) the assessment and treatment of “work disorders” in clinical situations, and (6) the theological meanings of work and vocation in our own lives and the lives of those for whom we are called to care. Students should be prepared to focus on broad interdisciplinary models of understanding these issues.

Requirements:

The requirements for the successful completion of this class include:
1. reading of assigned texts;
2. participation in work group;
3. one 3 page pager (single spaced) that analyzes your own work history, using the resources from the class (20% of course grade);
4. one 3 page paper (single spaced) that analyzes your interview of someone engaged in a career very different from your own history/aspirations (20% of course grade)
5. two quizzes (each counts 20% of course grade);
6. a final 3 page paper (single spaced) using the readings for the class to analyze the influence of personality, group, and task on the workings of your work group (counts 20% of course grade)

Work Groups:

When not in lecture format, the class is organized through work groups. The task of the work group is to assist its members to succeed in the class, i.e. to assist one another to do the work of
the class well. Your work group will serve as your discussion group for small working sessions with the class material (readings and lectures), for receiving feedback regarding drafts of your papers for the class, and for studying for the class quizzes. It is also a living laboratory in which to study the interacting forces of task, personality, and group on work life.

Required Readings:

S. D. Axelrod, *Work and the Evolving Self*
Mark Schwehn and Dorothy Bass, eds., *Leading Lives that Matter*
Vernon Zunker, *Career, Work, and Mental Health*
David Whyte, *Crossing the Unknown Sea*
bell hooks, *Where We Stand: Class Matters*

Class Attendance:

Attendance will be taken at each class session. You may miss up to two class sessions without penalty. Students missing more than two sessions will be penalized one full letter grade for each additional absence.

Incompletes:

Incompletes are strongly discouraged and are granted only at the discretion of the Academic Dean.

Use of technology in the classroom:

You are encouraged to use technology in the classroom in a manner that furthers the work of the class. Any technology that disrupts or distracts the classroom environment is prohibited however. Therefore, texting, tweeting, cell phone ringing and the use of ipads, laptops or related such devices for purposes other than the immediate work of the class is prohibited.
Course Outline

January 19—Introduction
Your Work Group will meet, name itself, and organize itself into roles. Once done, it will address one of the following texts and make a brief presentation to the class regarding the images, themes, impressions of work in the reading.

Genesis 3:8-19 2 Thessalonians 3:6-12
Exodus 20:8-11 Ecclesiastes 3:1-9
1 Corinthians 7:17-24

January 26—Life, Work and Poetry
Reading: Work Groups will discuss Whyte, pp. 3-61 and make a brief presentation to the class
Schwehn and Bass, pp. 9-113

February 2—Career Counseling Perspectives, An Overview
Reading: Zunker, pp. 3-91
Works Groups will discuss and present Whyte, pp. 62-110

February 9—Vocation, Work, and the Significance of Existence, I
Reading: Schwehn and Bass, pp. 117-254
Work Groups will meet to discuss and make preparations for study for first quiz.

February 16—Work Disorders
Reading: Axelrod, through Chapter 5
Work Groups will discuss and present Whyte, pp. 113-150

February 23—Work Disorders—Quiz #1
Reading: Axelrod, through end of the book
Whyte, pp. 153-181

March 1—Reading Week

March 8—No class—Professional Meeting
March 15—Mental Health Issues and Work
   Class will be re-scheduled
   Reading: Zunker, pp. 95-176
             Whyte, pp. 182-245
   Work Groups will discuss and help one another prepare for papers on your own
   work history and your interview.

March 22—Race, Class, Gender and Work
   Reading: hooks
   Work history paper due.

March 29—Class again
   Reading: Anthony DePalma, “Fifteen Years on the Bottom Rung”
             Isabel Wilkerson, “Angela Whitiker’s Climb”
             Tamar Lewin, “Up From the Holler”
   Interview paper due.

April 5—Easter Recess

April 12—Testing and Assessment Instrument
   Reading: Zunker, pp. 177- 194
             Work Group will help one another prepare for Quiz #2

April 19—Work Stress and Interventions—Quiz #2
   Reading: Zunker, pp. 195-240

April 26—Larger Questions of the Meaning and Place of Work and Life
   Reading: Schwehn and Bass, pp. 117-243
             Work Groups will discuss reading material for class.

May 3—Larger Questions of the Meaning and Place of Work and Life
   Reading: Schwehn and Bass, pp. 245-357
             Work Groups will help one another prepare for final paper on the functioning
             of the Work Group itself.

May 10—Larger Questions of the Meaning and Place of Work and Life
   Reading: Schwehn and Bass, pp. 427-539
   Final Paper due.
Name of the Work Group: ___________________________________________________

The available roles within the Work Group are:

1 Chief Facilitator
1 Attendance Manager
1 Paper and Quiz Guide
2-3 Workers

You may, if you wish, change roles one time during the course of the semester. If you do, you must submit a new form to the instructor outlining the new roles.

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<th>Names of members of the Work Group:</th>
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