

LSP 112 Focal Point, Spring Quarter 2025
Care Economy and Care Workers in the United States and Beyond
Hybrid: T/TH 11:20pm – 12:50pm
In person meetings: Arts & Letters Hall, room # 206

Faculty Information:

Professor, Carolina Sternberg
Department of Latin American and Latino Studies
Schmitt Academic Center
2320 N Kenmore Ave, 5th floor, suite 5 A-H
csternb1@depaul.edu
773.325.3510
Office Hours: By appointment, on Zoom

Course description

The care economy encompasses the sector of our economy responsible for providing care and services essential for nurturing and sustaining current and future populations. It revolves around activities that contribute to the well-being, development, and overall quality of life of individuals. The following are some key points about the care economy and the care workers:

Care workers, both formal and informal, play a vital role in the care economy. They provide direct and indirect care services, contributing to the physical, psychological, emotional, and development needs of others.

Historically, care work has been unpaid and underpaid and unaccounted for in gross domestic product (GDP) and other economic measures. Without care workers, many aspects of daily life would simply shut down. The army of housekeepers, caregivers and nurses, enable millions of Americans to go to their jobs every day. Yet, despite this essential and growing workforce, care workers operate in a largely unregulated and unprotected arena, suffering from abusive working conditions. Across the US, they often have no limit to the hours they work, are rarely entitled to rest periods, do not make minimum wage, and are not guaranteed maternity leave.

This essential labor falls disproportionately on migrants, people of color, and white women.

This course will examine:

- a) The contemporary processes of economic restructuring that enable this type of work and the drive for profit underpinning the care economy,
- b) The limitations of “care” framed as a universal principle, given the unequal racial and economic access to care,
- c) The sanitized discourse of “care work” as mutually beneficial and an alternative to neoliberalism,

c) The growing organizing efforts and legal solutions to problems care workers face daily and the possibilities of alternatives and transformative care practices.

Drawing on theoretical debates as well as recent case studies from the US and around the world, this course examines the nature, limits, and possibilities of this growing and essential workforce.

Course goals

At the end of the course, students will have a broad understanding of how processes of economic and work restructuring are affecting workers and care workers in particular; be able to think critically and theoretically about the complicated and contradictory nature of the care economy; and be able to debate about the possibilities and contradictions faced care workers in particular, and their movements and organizations to build alternative and transformative care practices.

Course structure

The course consists of two main components:

- a) One component introduces students to theoretical debates around current changes in: national and global political economies, working conditions, gender and racial discrimination patterns, legal protections, and collective organization and mobilization of workers.
- b) The second component consists of a series of case studies of different industries and/or different geographies, which bring out in detail the complexities outlined through the theoretical discussions. In these case studies, we will also examine and compare specific arguments for worker mobilization and organization.

Learning Outcomes:

1. Students will discuss and analyze work from at least three different fields (e.g. sociology, geography and anthropology) in their written work for the course.
2. Students will participate actively online in advancing the collective intellectual understanding of the course topic through different assignments and discussion forums.
3. Students will be able to distinguish between primary and secondary sources, and to assess varying degrees of mediation and interpretation in specific source materials.
4. Students will construct arguments based on evidence and the work and interpretations of other sources.
5. Students will revise papers in response to the instructor's comments.
6. Students will produce a project with a central argument, in which all parts of the project support the central argument.

Reading and Writing Expectations

The Focal Point Seminar is designed as a writing intensive course in the Liberal Studies Program; assignments are thus designed to develop writing skills. A minimum of 12-20 pages of writing is required, with at least one piece of formal writing that goes through a revision process based on written feedback from the instructor.

Accommodation statement

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. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, please contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have also contacted the following office:

- CDS (Center for Students with Disabilities): Should a student need to meet with a staff member via telephone or Zoom, please notify the office when making the appointment request. Appointments can be requested by calling 312-362-8002/773-325-8656 or by emailing csd@depaul.edu.

Course Readings

There are no course texts for this class. ALL READINGS, including articles, book chapters, news articles, documentaries and internet sources will be available electronically via **D2L**. Please, refer to section "Course Schedule and Reading Assignments" of this syllabus.

Important sources and references:

1. The Care Work Network:
<https://careworknetworkresponds.com>
2. National Domestic Workers Alliance:
<https://www.domesticworkers.org/home>
3. ILO: www.ilo.org

Course Requirements and Grading Summarized:

1. In person meetings (5*5)	25 points
2. a) Discussion forums (5*4=20)	20 points
b) Short questionnaires (10*5= 50)	50 points
3. Essay	50 points
4. Midterm exam	100 points
5. Worksheets (20*5)	40 points
6. Interview with employer/ee	55 points
7. Final paper (including 3 different steps)	80 points
8. Individual/Group Presentation	80 points
Total	500 points

1. In-person meetings: (20 points): In-person participation will be required only on the following dates, including the Midterm Exam (although it won't be graded as an in-person activity):

1. Tuesday, April 1: Class Intro
2. Tuesday, April 22: Guest Speaker
3. Thursday, May 1: Midterm Exam
4. Tuesday, May 22: Guest Speaker
5. Thursday, May 29: First round of Individual/Group Presentations
6. Tuesday, June 3: Second round of Individual/Group Presentations

Please, refer to the Course Schedule and Reading Assignments for specific details for each of those meetings:

SINCE WE WILL BE MEETING IN PERSON ONLY A FEW TIMES THROUGHOUT THE QUARTER, NO EXCUSED ABSENCE WILL BE PERMITTED UNLESS YOU SUBMIT DOCUMENTATION TO ME.

2. Short written assignments:

- a) Short questionnaires (5*10 = total 50 points):

You will be asked to answer questionnaires that are available on D2L under the "Submissions" tab, and labeled "Questionnaire 1", etc. Each questionnaire will ask specific and analytical questions about each reading assigned and will include specific instructions. Please refer to the "Course Schedule and Reading Assignments" section of the syllabus to check the assigned readings for that week and the specific due dates to submit your answers.

IMPORTANT: Do not confuse the class number with the questionnaire number.

- b) Discussion forums (4*5 points = total 20 points):

There's another important component to this class that is online discussion or discussion forums. They start on Thursdays and close on Sundays. Starting on each of the following Thursdays, **April 10; April 17; April 24; May 15**, you will be asked to participate in a discussion forum. You will find each of the discussion forum prompts or questions on D2L "Discussions" tab. **Specific instructions on the quality and quantity of the comments will be available on D2L for each discussion forum.** For example, the first discussion forum will open on April 10 at 6am and close on Sunday, April 13 at 10am, and the next ones will follow the same pattern and extension. You will earn a maximum of 5 points per discussion forum. Once the discussion forum closes, you won't be able to submit your post.

IMPORTANT:

- a) Before you start participating in the discussion forum, please read the document: "Recommendations for effective online discussion" available through the module "Introduction to the Course. Getting Started."
- b) I encourage students to receive email notifications for discussion forums. HOW TO RECEIVE NOTIFICATIONS? Click on your name on D2L and you'll see the option "notifications" on the dropdown menu. Once you click on notifications, you can select as many notifications as you'd like to receive in your email.

3. Essay (50 points):

Students will write one essay of no more than 3 pages and submit it to the D2L submission folder "Essay". Students will reflect on and analyze a primary source: an audio clip broadcasting a debate on care workers' past and current experiences, and future courses of action, broadcasted by NPR/Latino USA in Boston on January 17, 2013. Specific essay guidelines are already available in the submission folder "Essay".

4. Midterm exam (100 points): IN-PERSON, MAY 1, 11:20am-12:50pm

This exam will evaluate the students' capacity of reflection, critical analysis and synthesis of specific topics discussed and analyzed in class. This midterm exam will be **in person** and consist of multiple-choice questions and short essay questions. To prepare for the essay questions, I will upload them a week in advance.

5. Worksheets (20*2= total 40 points):

Students will be asked to complete a worksheet on May 6, while or after they watch a documentary about narratives and stories of care workers in Brazil available on D2L for "Class 11".

The same assignment applies to the movie "Roma" to be watched on May 20. The movie is available on Netflix. **Please, reach out to me ASAP if you're not subscribed to this streaming service.** Each worksheet is available on D2L, worksheet 1 and worksheet 2.

6. Interview with an employer or an employee (55 points):

Students will conduct a short interview by email or phone to an **employee** (care worker) or an **employer** of a care worker. I will provide a short interview questionnaire for each relationship, but students should feel free to modify it as they see fit.

Students will be in charge of recruiting the interviewee and conducting the interview. The next step will be to add a short comment to Voice Thread to debrief their interview experience with the employer or employee.

- Instructions to complete this assignment will be uploaded to D2L in advance.
- Instructions on how to add a comment on VoiceThread are provided in this link: <https://resources.depaul.edu/teaching-commons/teaching-guides/technology/desire2learn/tools/voice-thread/Pages/default.aspx>

IMPORTANT NOTE: Students may incorporate this interview into their final paper if they decided for format B (please, refer to final paper guidelines on D2L).

7. Final paper (10 pts. proposal, 20 pts. draft paper, 50pts. final paper= total 80points):

Students will write a 6-8-page final paper that addresses a topic related to the themes of the course. Paper topics, due dates, content details, length, as well as citation format are already available on D2L, submission folder, "Final Paper".

- Students will **first submit a one-page paper proposal** (instructions are available on D2L, submission folder "Final Paper Proposal Outline") worth 10 points. **You will be required to meet with me through Zoom to discuss the final paper proposal on May 8. This meeting will take approx. 5**

- minutes.** All students will receive a spreadsheet with the meeting schedule a week in advance and a link to Zoom.
- Students will also turn in a **3-page draft paper** to receive feedback from the instructor prior to its final submission. The final paper will be due electronically during finals week.

While your paper should reflect that you have critically engaged with course readings, it should also be substantiated by some additional research on the topic of your choice. Please refer to at least 3 scholarly articles from relevant academic journals or books to write your essay. Some useful journals relevant to this course are: *International Journal of Urban and Regional Research*, *Gender Place and Culture*, *Cities*, *Urban Geography*, *Third World Quarterly*, *Development and Change*, *Progress in Development Studies*, *World Development*, *Environment and Planning D: Society and Space*, *Environment and Urbanization*, *Urban Studies*, *Geoforum*, *Antipode*, *Public Culture*, *Social Text*, *New Left Review*, *Signs*, *Feminist Studies*, etc.

8. Individual or group presentation (80 points): Students will give a 5-minute in-person presentation or an 8-minute in-person group presentation (groups should be no more than 2, and 3 in exceptional cases) between week 9 and 10. Presentation guidelines and format are available on D2L, modules “First round of presentations” and “Second round of presentations”.

Important Course policies

*** Later Work Policy *** Please, check the schedule for all due dates and plan your schedule accordingly. All work is submitted via D2L, and the system will record the time of submission. Assignments that are late will be marked down 2 points for each day that is late unless prior arrangements have been made with me. It is important to stay current with the coursework and to be in contact with me and your peers regarding the status of your work.

*** Plagiarism Policy *** According to the DePaul Student Handbook, *“Plagiarism is a serious form of academic dishonesty involving the presentation of the work of another as one’s own. Plagiarism includes but is not limited to the following: 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. Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. 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. The paraphrasing of another’s work or ideas without proper acknowledgement.”* If you commit plagiarism, you could receive an automatic F in this course and suffer expulsion from DePaul University. If you have any questions about plagiarism, please come speak with me.

Generative AI Use Prohibited

Generative AI tools are trained on existing texts, algorithms, and models to generate content like writing, images, and videos based on prompts from users. ChatGPT, Midjourney, Google Bard, and DALL-E are examples of generative AI tools. **Please refrain from using generative AI in this course for any purpose.** We will be developing skills that are important to practice on your own and using generative AI may inhibit development, practice, or understanding of those skills.

If you're unsure if a specific tool makes use of AI, or if a specific tool is permitted for use on assignments in this course, please contact me. Attempting to pass off AI-generated work as your own will violate DePaul's Academic Integrity Policy.

Instructor's Email Policy

Please follow these guidelines when you email me (csternb1@depaul.edu):

- The subject line of your email must be the class number (LSP 112).
- Please send your email with your full name.
- I will respond to student emails within 48 hours. If it is an emergency, please include "URGENT" in your subject line and I will try my best to get to it sooner.
- I will reply to every email that I receive from a student. If you do not receive an email from me in reply, your email has not been received.

Other important information

There are no "re-write" options. Only in exceptional circumstances, with appropriate documentation, can alterations to the course requirements be made. Final grades will not be curved but will be judged on your individual performance in the course requirements. **Incompletes will not be granted unless documentation of exceptional circumstances can be demonstrated.**

Please, note that I may modify the syllabus if necessary; such changes will be provided in written form and in advance so that students may adjust accordingly. **Log onto our D2L website to verify access. Correct your email address if necessary.** D2L will serve as an important tool of communication for us throughout the quarter. You are responsible for checking our D2L website at least once daily to make sure you stay up to date on any news or messages posted there.

Please notify me immediately of any problems you are experiencing – it takes time to make adjustments or changes to the course requirements. As the instructor of this course, I want you to feel comfortable learning and ensure that you understand the materials being taught. I will be happy to meet with any student via Zoom upon making an appointment with me. In particular, **if you feel you need extra assistance in improving your writing, do not hesitate to contact the DePaul Writing Center [2320 N. Kenmore SAC 212](#) (773) 325-4272**

Check for due dates for the different type of assignments in the section below. Here's a general course pattern:

- Reading assignments: Due on Tuesdays and Thursdays

- Discussion Forums (DF): Each DF opens on Thursdays at 6am and closes on Sundays, at 10am.
- Questionnaires: Answers to each questionnaire are due on Fridays by 8pm

COURSE SCHEDULE AND READING ASSIGNMENTS (You may also want to refer to the spreadsheet “LSP 112 Assignments and Schedule and Summarized” available on D2L, “Introduction to the course”)

Week 1:

Class # 1, Tuesday, April 1: Introductions, Course Overview and Expectations

Class # 2, Thursday, April 3: Rethinking Care Work

- Downling, E. (2021) What is care? In: The Care Crisis: What Caused It and How Can We End It? Verso.
- Nadasen, P. (2021) Rethinking Care Work: (Dis)Affection and the Politics of Caring, *Feminist Formations*, Vol 33 (1): 165-188.

***QUESTIONNAIRE # 1 DUE ON FRIDAY @ 8pm ***

Week 2:

Class # 3, Tuesday, April 8: Globalization, Transnational Migration, and Gendered Care Work

- Pyle, J. (2006) Globalization, Transnational Migration, and Gendered Care Work, *Globalizations*, Vol. 3 (3): pp. 283–295
- Nadasen, P. (2017) Rethinking Care: Arlie Hochschild and the Global Care Chain, *Women's Studies Quarterly*, 45 (3 & 4): 124-128

Class # 4, Thursday, April 10. What is Considered Domestic Work? How Does it Look Today?

- International Labor Organization (ILO) (2021) Making decent work a reality for domestic workers. Progress and prospects 10 years after. **Read only: Executive Summary: xvii-xxv**
- Wolfe, J.; Kandra, J.; Engdahl, L. and Shierholz, H. (2020) Domestic workers chartbook. Economic Policy Institute. **Read only: 1-39.** Also, available at: <https://www.epi.org/publication/domestic-workers-chartbook-a-comprehensive-look-at-the-demographics-wages-benefits-and-poverty-rates-of-the-professionals-who-care-for-our-family-members-and-clean-our-homes/>

*** DISCUSSION FORUM # 1, STARTS ON APRIL 10 AT 6AM AND ENDS ON APRIL 13 AT 10AM***

***QUESTIONNAIRE # 2 DUE ON FRIDAY @ 8pm ***

Week 3:

Class # 5, Tuesday, April 15: What is Social Reproduction?

- Nadasen, P. (2023) Chapter 1: “Part of the Family”, In: *Care. The Highest Stage of Capitalism.*
- Nadasen, P. (2023) Chapter 2: What is Social Reproduction and Why Should I

Care? In: Care. The Highest Stage of Capitalism.

Class # 6, Thursday, April 17: Producing (In)Visibility

- Rosenbaum, S. (2017) Domestic Economies. Durham: Duke University Press.
Read: Introduction and Chapter 1: Producing In/Visibility in Los Angeles

*** DISCUSSION FORUM # 2, STARTS ON APRIL 17 AT 6AM AND ENDS ON APRIL 20 AT 10AM***

***QUESTIONNAIRE # 3 DUE ON FRIDAY @ 8pm ***

Week 4:

Class # 7, Tuesday, April 22: Guest Speaker: Sister Helen Prejean

- Sister Helen Prejean is an internationally known advocate for criminal justice reform and abolition of the death penalty. Her written work includes the books Dead Man Walking, The Death of Innocents, and River of Fire. She also has a special relationship with DePaul; our library holds her papers. Please, **familiarize with her work before her class visit** through the following link:<https://dpuspecialcollections.omeka.net/exhibits/show/prejean/introduction>
Read the following sections summarizing her work:
 - IN DEEDS AND WORDS: SR. HELEN PREJEAN'S MINISTRY AGAINST THE DEATH PENALTY
 - IN DEEDS AND WORDS: AN INTRODUCTION
 - MINISTRY TO DEATH ROW INMATES
 - DEAD MAN WALKING: THE BOOK, THE MOVIE, AND THE PLAY PROJECT
 - MINISTRY AGAINST THE DEATH PENALTY

Class # 8, Thursday, April 24: First-hand Accounts from Care Workers

- Listen to a conversation with care workers broadcasted by NPR/Latino USA in Boston on January 17, 2013, and moderated by journalist Maria Hinojosa. Length: 90 min.
<https://www.latinousa.org/2013/01/16/domestic-workers-event/>

*** DISCUSSION FORUM # 3, STARTS ON APRIL 24 AT 6AM AND ENDS ON APRIL 27 AT 10AM***

Week 5:

*Class # 9, Tuesday, April 29: Social Reproduction and the Politics of Resistance. Organizing Care Workers

- Nadasen, P. (2023) Chapter 4: "Tell'Dem Slavery Done" Social Reproduction and the Politics of Resistance. In: Care. The Highest Stage of Capitalism.
- Please click on the link below, read this webpage to the bottom and learn how the National Domestic Workers Alliance (NDWA) has worked to win domestic workers bills of rights and basic labor protections at the municipal, state (*) and federal levels, including a call for fair wages, paid sick leave, and protection from discrimination and harassment:
<https://www.domesticworkers.org/programs-and-campaigns/developing-policy-solutions/domestic-workers-bill-of-rights/>

(* Illinois Bill of Rights (approved and in effect on January 1, 2017)

Class # 10, Thursday, May 1: *MIDTERM EXAM * IN-PERSON

***SHORT QUESTIONNAIRE # 4 DUE ON FRIDAY @ 8pm ***

Week 6:

Class # 11, Tuesday, May 6: Watch Documentary “Housemaids”. (Country: Brazil)

Synopsis: Seven adolescents take on the mission of filming, for one week, their family’s housemaids and hand over the footage to the director to make a film. The images confront us with an intricate web of human emotions that uncover the complex relationship between intimacy, power and the performance of the daily routine. The film provides us with a strong social commentary on the work of housemaids in contemporary Brazil.

WORKSHEET DUE:** Complete **worksheet 1** while or after watching the documentary and submit it to D2L **by 8pm

PROPOSAL OUTLINE FOR FINAL PAPER DUE WEDNESDAY, MAY 7 @ 8PM

Class # 12, Thursday, May 8: Feedback on proposal outline for final paper, on ZOOM

ESSAY DUE ON LATINO USA RADIO SHOW ON FRIDAY @ 8PM

Week 7:

Class # 13 Tuesday, May 13: Marketization and Home Care

Nadasen, P. (2023) **Chapter 5:** Who Cares? Caring or (not Caring) for the Poor, **and Chapter 6:** In Bed with Capitalism. In: Care. The Highest Stage of Capitalism.

Class # 14, Thursday, May 15: Towards a Radical Care

Nadasen, P. (2023) Chapter 7: “But Some of Us are Brave”. Radical Care and the Making of a New World. In: Care. The Highest Stage of Capitalism

*** DISCUSSION FORUM # 4 STARTS ON MAY 15 AT 6AM AND ENDS ON MAY 18 AT 10AM***

***QUESTIONNAIRE # 5 DUE FRIDAY @ 8pm ***

Week 8:

Class # 15, Tuesday, May 20: Watch Movie “Roma” (Country: Mexico), available only on Netflix

- In Mexico City's upscale Colonia Roma district, a quiet but swift change is on its way. Pivoting around Dr Antonio's middle-bourgeoisie family, the lives of two women--the devoted live-in maid and housekeeper of Mixteco heritage, Cleo, and her academic employer, Sofia--become inextricably intertwined, as a seemingly ordinary business trip to Quebec paves the way for a bitter heartbreak. Over a span of one long year--from the quadrennial 1970s World Cup to the blood-drenched Corpus Christi Massacre--the unforeseen and

sometimes unbearable complications of love; a new life amid death, and an almost stubborn will to find good in evil, pepper Sofia and Cleo's daily routines. And before irrevocable transformations and startling revelations, life always finds a way. —Nick Riganas

***WORKSHEET DUE:** Complete **worksheet 2** while or after watching the movie and submit it to D2L by 8pm*

Class # 16, Thursday, May 22: Guest Speaker, Associate Professor Ethel Tungohan,

- Tungohan, Ethel (2023). **Read Introduction: Care Activism and Communities of Care # 1 and Chapter 5: Everyday Care Activism,** In: Care Activism: Migrant Domestic Workers, Communities of Care and Movement-Building.

Care activism challenges the stereotype of downtrodden migrant caregivers by showing that care workers have distinct ways of caring for themselves, for each other, and for the larger transnational community of care workers and their families. Through practices of subversive friendships and being there for each other, care activism acts as an extension of the daily work that caregivers do, oftentimes also instilling practices of resistance and critical hope among care workers. At the same time, the communities created by care activism help migrant caregivers survive and even thrive in the face of arduous working and living conditions and the pains surrounding family separation. As Tungohan shows, care activism also unifies caregivers to resist society's legal and economic devaluations of care and domestic work by reaffirming a belief that they, and what they do, are important and necessary.

Week 9:

Class # 17, Tuesday, May 27: Interviews with Employers/es, debrief about the interview experience **using Voice Thread.** This assignment opens on May 27 and closes on Sunday, June 1.

Class # 18, Thursday, May 29: 1st round of Individual/Group Presentations **IN-PERSON**

Week 10:

Class # 19, Tuesday, June 3: 2nd round of Individual/Group Presentations **IN-PERSON**

Class # 20, Thursday, June 5: Class review

Listen to the podcast "This Is Our Caring Revolution", where journalist Krista Tippet interviews Ai-jen Poo, a long-time labor organizer who co-founded a beautiful and strong movement with caregivers and those who employ them: the National Domestic Workers Alliance.

OPTIONAL: After you listen to the podcast, please answer the questions available on "Final Short Assignment For Extra Credit"

*** SHORT ASSIGNMENTS DUE FOR EXTRA CREDIT, JUNE 6 @ 8pm***

Option A: Write a short summary of no more than 1 page, single-spaced on Dr.

Tungohan's talk, highlights of her talk and how has her talk reflected back on the course.

Option B: Answer the questions available on "Final Short Assignment For Extra Credit"

IMPORTANT:

FINAL PAPER DRAFT DUE ON D2L, JUNE 9 @ 11 PM

FINAL PAPER DUE ON D2L, JUNE 13 @ 8:00 PM

IMPORTANT TOOLS FOR WRITING:

For any writing assignment, please use APA Referencing Style: APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. I encourage students to use this style for all their writing assignments. Please, check the pdf. document "APA_Style" available on D2L folder: "Important Course Resources."

I HIGHLY encourage students to visit the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation.

The Writing Center provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Upload your assignment handout and/or any other relevant materials for your appointment.

How do I make an appointment? To schedule Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.