

Chicago Program: Arts, Entrepreneurship, & Social Justice

Spring 2018

Human Rights, Social Justice and Race in the Chicago Context

Instructors:

- **Dorothy I. Burge**, Program Director

Course Description

Hello, I would like to thank-you for joining me in what I hope will be a challenging exploration into issues of human rights, race, social change and restorative justice in Chicago. This seminar is designed to examine and explore how human rights and social justice movements are fostered in the urban American context. Since the “founding” of Chicago in the 1800’s, the Chicago experience has been one of struggle around a number of competing interests to realize the human rights of the poor, women, people of color, immigrants, religious minorities, the disabled, and sexual minorities.

Chicago has a long and rich history that includes protests and campaigns for social justice. These campaigns have addressed a number of issues, including labor, civil rights, military actions, immigration, education and policing. Many social reformers, such as, Jane Addams, Ida B. Wells Barnett, and Carter G. Woodson called Chicago their home. Chicago is known as the birthplace of the school of sociology; the place where community organizing emerged as a practice and profession and where social reform led to children’s rights. This seminar will look at contemporary social and human rights issues, with a special focus on restorative justice and race.

We will focus on a series of current Chicago case studies that will allow us to examine the intersections of race, class and culture. These case studies will also illustrate how institutional practices shape the quality of life for Chicago residents. In addition, we will examine the creative processes that communities may employ to achieve justice and self-determination.

The seminar will incorporate a variety of guest speakers, field visits, video, selected readings, and simulations to engage students and assist them in their development of an understanding of these issues. The seminar is also designed to encourage students to see themselves as vital agents of social change. We will gather as many perspectives as possible in order to determine where we stand and what actions can be taken to impact the system in a positive way.

All opinions and life experiences are welcome. There is no right or wrong answers with regard to many of these issues and it is the many shades of grey that we wish to explore.

COURSE OBJECTIVES:

The objectives for this seminar are designed to foster an understanding of current social issues and social change strategies that are employed through public policy, advocacy, community organizing and direct service. At the end of the seminar students should expect to have:

- Developed an understanding of contemporary social justice issues in Chicago.
- Gained an understanding of a variety of strategies employed by organizations in Chicago to embrace human rights, social change and restorative aims.
- Created new relationships with a number of organizational resources.
- Developed critical thinking skills that include: understanding and articulating opposite and opposing views, and comparing and contrasting critiques of the system.
- Developed primary research skills.
- Developed presentation skills and techniques.
- Analyzed the impact of group and institutional influences, events, and culture on the criminal justice system.
- Been exposed to innovative programs in the Chicago area that are addressing issues of human rights and restorative justice.
- Examined and debated controversial issues within the criminal justice system including: restorative justice, policing strategies, and wrongful convictions.
- Increased their level of awareness and understanding about how social issues such as race and ethnicity impact the criminal justice system.

WEBSITE AND EMAIL

The Chicago Program Google site will include all readings and other course materials. Seminar schedules, major and weekly assignments, and announcements will be also be included on the Google site, <https://sites.google.com/site/177nstate/urban-studies-program/usp-seminar> . Be sure to check it weekly.

Given the nature of our program there may be activities, which come up unexpectedly. Every effort will be made to notify you as soon as possible if there are changes in the syllabus.

IN-CLASS ASSIGNMENT AND HOMEWORK

Those who do well in the seminar are attentive to all aspects of the class including in-class participation and completing all assignments in a timely fashion. Assignments should be completed prior to class on the due date. Late assignments will be graded down by 10%. Assignments will be accepted up to three days after the due date for half credit but will not receive any credit after the three-day period.

Any assignment that involves presentations cannot be made up and will result in a total loss of points. No hard copies of assignments will be accepted unless the format of the assignment is only possible to submit directly. All assignments should be submitted via e-mail to me at dburge@acm.edu and to Caray Neal at cneal@acm.edu

FIELD VISITS

Field visits are foundational for the Chicago Program and for this seminar in particular. This seminar is designed on the premise that Chicago-based resources are co-partners in the teaching relationship. The work and perspectives of these partners provide valuable illustrations of the case examples we will explore. You will be expected to fully participate in field visits and engage in discussions with speakers and other resource persons.

ASSIGNMENTS AND GRADING

Your final seminar grade will be based on following 1000-point system:

- “Your Blues Ain’t Like Mine” assignment 100 points
- “Teach-in” assignment 300 points
- Youth of Color interview and monologue 300 points
- Seminar discussion preparations assignments 300 points

Grading Scale

A 1000- 940

A- 939- 900

B+ 890- 870

B 869- 840

B- 839-770

C+ 769-740

C 739-700

C- 699- 670

D+ 669- 640

D 639-600

D- 599- 590

F 589 and below

Please note that I do not discuss grades via e-mail or text. If you have a concern about your grade, you must see me in person.

GRADING CRITERIA

Grade A

- The project is outstanding.
- It exceeds the stated criteria in each assessment area.
- The data is well organized and can be easily interpreted and used.

Grade B

- The project meets all standards and exceeds them in a few areas.
- A small number of the standards and criteria are well done.

Grade C

- The project meets all standards and the stated criteria
- There are no areas of weakness and there are also no outstanding elements

Please note that an assignment that meets all of the stated requirements will be graded as a C.

GRADE DISTRIBUTION

Students work will be evaluated in a variety of ways within the course. Any student who is not in agreement with the assessment of an assignment or the course is encouraged to approach me directly to discuss the situation. If the conflict is unresolved, students are encouraged to speak with any faculty for assistance. Students also have the right to appeal the final grade submitted the campus. Appeals must be in writing and include a rationale for the dispute. Appeals must be submitted within 30 days of receiving the final grade.

MAJOR ASSIGNMENTS AND DUE DATES

"Your Blues Ain't Like Mine" Assignment	9/4	100 points
"Teach-in Assignments"	10/17	300 points
Youth of Color- Interview and Monologue	11/13	300 points
Seminar Discussion and Preparation Assignments	Ongoing	300 points

SPECIAL EVENTS

The seminar meets on Tuesdays and Fridays for a two hour period, (typically, Tuesdays- 2:00 pm to 4:00 pm and Fridays- 10:00 am to 12:00 noon). In addition to these sessions, there are a few required events that fall outside of these normal times. You will be notified as these events scheduled.

ACM POLICY ON ACADEMICS

All academic pursuit depends on trust. All of us should be able to trust that we will be treated with honesty and respect—respect for our ideas and for us as persons. As a participant in an ACM program, you will be expected to conduct yourself with the same level of honesty and openness as is expected on your home campus.

The following academic policies apply to all students participating in an ACM program:

Arrival and departure dates. You should make travel arrangements to arrive at the program site on the date specified in the program handbook. Similarly, you should plan your itinerary to remain at the

program site through the last day of the program. ACM staff and instructors are unable to accommodate students who request to arrive later or depart earlier.

Class attendance and participation. You are expected to attend and participate fully in all classroom sessions, site visits, and field trips. Instructors typically take into account attendance and class participation when assigning final grades. Please remember that these are academic programs: it is not appropriate to miss classes because you are traveling or hosting visitors; you are expected to participate in all program activities unless otherwise excused.

Grade Choice. All ACM courses will be graded and reported to home schools on an A-F grading scale. If a student wishes to take a class or classes on a pass/fail basis, the student must contact their home school's registrar.

Completion of course-work. All class assignments (including final papers, projects, and exams) should be completed and submitted before the end of the program. Any assignments or work submitted after the final day of the program will receive a "0" and this will be factored into the final grade for the course. ACM does not record/report an "Incomplete" grade for courses.

Academic honesty. Actions of dishonesty are destructive to the well-being of the academic community, and ACM staff respond to them vigorously. Cheating, plagiarism, and other forms of academic theft will result in a failing grade for that assignment and may result in failure for the course. Extremely serious incidents of cheating or other actions destructive to the classroom community may result in expulsion from the program. Instructors who encounter plagiarism or other forms of cheating in an ACM program will report such episodes to the Director of Off Campus Study, who will investigate and hold a review according to the ACM Student Conduct Procedures. Students who are aware of academic dishonesty on the part of other students are expected to report that information to the Director of Off-Campus Study.

Final exams and presentations. ACM instructors cannot make special arrangements for a student or students to take a final exam or make a final presentation at a time different from that set by the instructor for the course (with the exception of a student who has a documented learning disability and with whom ACM staff has made prior arrangements).

Grading policies related to off-campus study. You should consult your home campus registrar's office for off-campus grading policies in effect on your own campus.

Graduating seniors. Students who expect to graduate at the end of the term of the ACM program should discuss graduation requirements with an advisor at their home school prior to the start of the program. If you need to make special arrangements (e.g., if grades need to be reported by a specific date), you should share this information with the ACM program director at the beginning of the program.

Retention of syllabi, course work, and other course-related materials. Because home campus advisors may wish to review course work to determine how to assign credit for a particular course or courses taken abroad (and because, occasionally, course grades can be misreported), it is important that students bring back to their home campuses all materials from courses taken abroad. This is particularly important for courses taught by an on-site (i.e., non-ACM) faculty member, where it may be difficult to contact the faculty member after the semester or program has ended.

Release of student grades. ACM staff will only release grades to your home campus once all program, financial, and student conduct obligations are complete.

ACM Policy on Non-discrimination

The Associated Colleges of the Midwest does not discriminate in the operation of its educational programs, activities, or employment on the basis of sex, sexual orientation, gender identity, race, color, religion, national origin, age, veteran status, marital status, or disability.

In which we introduce students to reading, thinking, and writing about travel, and to the specific resources of the Newberry Library, using the writings of Alexis de Toqueville as a point of entry.

Primary Sources:

- Alexis de Toqueville, *Democracy in America* (1835)
- Artifacts from de Toqueville's America in 1831 (maps, documents, other published texts, newspapers, etc.)

Secondary Sources:

- Carl Thompson, *Travel Writing* (London: Routledge, 2011)
- Tim Youngs, *Cambridge Introduction to Travel Writing* (Cambridge: Cambridge UP, 2013)
- George Wilson Pierson, *Tocqueville in America* (Baltimore: Johns Hopkins University, 1996)
- O. Löfgren, *On Holiday: A History of Vacationing* (Berkeley: University of California, 1999)
- J. Urry, *The Tourist Gaze* (London: Sage, 1990)
- C. Rojek and J. Urry, eds. *Touring Cultures* (London: Routledge, 1997)
- Michael Cronin, *Across the Lines: Travel, Language, Translation*. (Cork: Cork University Press, 2000)