CHICAGO PROGRAM
Chicago Neighborhoods Seminar
Spring 2016

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MEETING TIMES:
Each Friday - Typical start time is 1:00 p.m. and typical ending time is 5:00 p.m. There are also a few sessions that fall outside of the scheduled times. Some of these are listed below and if and when others are planned, you will be given ample notice. Always be sure to check the Chicago Program Google site calendar for the most recent schedule, (https://sites.google.com/site/177nstate/program-calendar).

OFFICE HOURS:
Appointments for specific meetings times are encouraged, however, I can typically be found in the office when not in class.

REQUIRED RESOURCES
Each students will receive access to the Chicago Neighborhoods Reader, available in electronic format on the following website, https://sites.google.com/site/177nstate/core-course/core-course-reader-3?pli=1. This site contains articles, links to websites, videos and other material required for the course. Supplemental readings related to the course can also be found on the Chicago Program Google site.

COURSE DESCRIPTION
The Chicago Neighborhoods Seminar aims to introduce the place and identity of Chicago. Chicago is a city of neighborhoods and as such there is a synergy that permeates the local experience. Students are provided with a unique opportunity to engage in place-based learning through this course. Living in and examining neighborhoods provides a lens to better understand the complexity of Chicago as a diverse and continuously evolving city.

We will explore important questions that cross disciplinary boundaries. Guest speakers from around the city will spark discussions and reflection. Common readings and projects will prompt conversation, creativity, research, and exploration. Most importantly, this seminar will get you throughout Chicago to meet people defining culture, confronting problems, and reshaping businesses. Through it all, you will contextualize the Chicago you live and work in everyday within its own rich and complex history and imagine how the city’s identity might continue to evolve.
COURSE OBJECTIVE
This course builds upon a number of learning objectives. At the end of the semester, students should expect to:

- Be knowledgeable about the historical and contemporary issues in Chicago. Compare and contrast these issues to other major cities
- Feel empowered to explore Chicago as a resident/citizen rather than a tourist
- Gain exposure and practice applying an appreciative inquiry approach
- Practice expressing and reflecting in non-traditional ways through a diverse set of assignments
- Consider complex issues from multiple perspectives
- Engage in informed debate and dialogue
- Better understand history as it relates to the current condition
- Gain an understanding of Chicago's neighborhoods as critical connections to the ways a global city functions
- Accept challenges beyond their comfort zone
- Apply concepts in new and varied contexts

CONTRIBUTION, ATTENDANCE AND PROFESSIONAL ETIQUETTE

Attendance, participation, flexibility and appropriate etiquette are all important factors that contribute to successful engagement in Chicago Neighborhoods Seminar. Since this course only meets once per week, missing sessions interrupts the ability to get the most benefit from the course. Faculty cannot create make-up assignments. Much of what occurs in class contributes to information and perspectives you will need to complete assignments and therefore impact your grade, (see Attendance section for more specifics).

Students should expect to have assigned readings for each class session. Often times there will be individual or group activities both in and outside of class. Appropriate preparation for class is defined as completing assignments (those that are turned in as well as readings). This is an essential and basic requirement for engaging in meaningful discussion. There will be times in which the assigned readings are not discussed explicitly in class. However, these readings are necessary to provide background information and provide context for each class session. It is obvious during class discussions when assigned readings have not been completed by students. I will be assessing preparation and engagement in class throughout the semester. Lack of contribution as well as statements that reflect a lack of preparation will be noted.

The following are examples of student behavior that is not deemed to be engaged or contributing. These include but are not limited to: using cell phones, texting, leaving the session before scheduled breaks, failing to take notes, checking Facebook, email, sleeping, carrying on side conversations and eating. Failure to follow these behavioral guidelines will negatively impact the student’s grade for the course.
SPECIAL CLASS SESSIONS
The Chicago Neighborhoods Seminar meets all Fridays of the semester for one four hour session (typically 1:00 to 5:00pm). Additionally, there are a few modifications to this schedule as well as a few required events outside of these normal times. Please take note of the scheduled exceptions and expect to be updated on additions and/or changes.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>***Another Word for Beauty Play at the Goodman Theater</td>
<td>February 11, 2016</td>
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<tr>
<td>Louder Than A Bomb Spoken Word Competition</td>
<td>March 19, 2016</td>
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<tr>
<td>Migration Play at ETA Theater</td>
<td>May 1, 2016</td>
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<tr>
<td>***Moby Dick Play at the MCA</td>
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*** All Chicago Program Event

LEARNING BEHAVIOR
Exploring various topics and the city in an experiential manner is a gift. The opportunity to learn "outside of the box" by visiting and meeting with the array of people is a powerful way to build a deeper understanding. This type of learning requires everyone to be flexible enough to tolerate a bit of uncertainty from time to time. Often times it will be necessary to travel to sites in one large group or split up into smaller sub-groups. It is essential that each student be attentive to time and travel. Frequently classes will meet at locations other than the Chicago Program classroom. It is imperative that students arrive on time, which requires careful planning of both travel routes and unexpected delays with transit. Occasionally there will be special instructions, guidance, or changes to the schedule or assignments. Faculty will make sure this students receive this information either in class or via email.

There will be times when speakers are invited to meet with the group at the Chicago Program classroom but more often the class will be guests in many community spaces. These experiences are provided to students as a direct result of unique relationships established with individuals and organizations within the community that have been developed over many years. Regardless of where the meetings take place, students are expected to present themselves and the program in a positive and professional manner.

Students will learn a great deal from the many activities planned. As the Seminar Faculty, I have an expectation that students will consider each session as important to learning as they would on their home campus. To accomplish this students should come prepared to actively engage in each class. **Laptop computers are not permitted, but bringing a paper notebook and taking notes even in a small paper tablet is required.** Much of what students are asked to either write about, respond to, debate, etc. will require the ability to recall and understand concepts, readings and conversations that took place. Therefore, it is critical for students to determine the best way to capture this information.
CLASS ATTENDANCE AND PARTICIPATION
You are expected to attend and participate fully in all classroom sessions, site visits, and field trips. Attendance and class participation will factor into your final grade for this course. Please remember that this is an academic program and that it is not appropriate to miss classes because you are traveling or hosting visitors. You are expected to participate in all course activities unless otherwise excused.

Due to the experiential nature of the program, the Chicago Neighborhoods Seminar has a very strict policy on absences and tardiness: students are expected to attend every class session. Faculty will allow one absence in the case of illness or other emergency with advance notice. There will be a 75 point deduction from the final grade for each absence beyond the one permitted. Points will also be deducted for those students arriving to class more than 15 minutes late or leaving more than 15 minutes before the end of the class.

ASSIGMENTS
There will be several assignments within the Chicago Neighborhoods Seminar that require students to build upon both knowledge and experience. Many of these assignments are non-traditional requiring students to exercise creativity and problem solving as a means to reflect on the topic. The goals of these assignment are to provide opportunities for students to demonstrate their learning and promote additional conversation. Details of each assignment will be posted on the Google site along with rubrics outlining the ways in which the work will be assessed. Due dates for each assignment will also be posted on the Google Calendar for reference. Please note that some assignments involve group work and could have an element of individual and group contribution assessment.

POLICY ON LATE ASSIGNMENTS
Assignments should be submitted before class on the date they are due. Any assignment submitted after the beginning of the class session but within the same day 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 window. Any assignments that involve presentations cannot be made up and will result in a total loss of points. Computer/email issues do not warrant an excuse from this policy. The Faculty recommend that students purchase a USB flash drive so files (readings, assignments, etc.) can be transported and printed when technological difficulties occur. No hard copies of assignments will be accepted (unless the format of the assignment is only possible to submit directly and you are instructed to do so), all submissions should be sent via email to both me, the Chicago Neighborhoods Seminar faculty and Chicago Program Assistant (dburse@acm.edu and jlacher@acm.edu)

GRADE DISTRIBUTION
Student’s work will be evaluated in a variety of ways within the course. Any student experiencing a conflict with respect to the assessment of an assignment is encouraged to approach the Core Course Faculty member directly to discuss the situation. To dispute assessment for a specific assignment, students must contact the Chicago Neighborhoods Seminar faculty member within one week of receiving the grade. In the event this occurs, student should come prepared to discuss the nature of their dispute relevant to the assignment expectations.
If the conflict is related to the course rather than a specific assignment and the issue is unable to be resolved after speaking with the Chicago Neighborhoods Seminar faculty member, students are encouraged to speak with any member of the faculty for assistance. Once grades have been submitted to campus, students have the right to appeal. Appeals must be in writing and address the rationale for the dispute and submitted within 30 days of receiving the final grade.

**ASSIGNMENTS AND POINT VALUES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Frequency</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Journals</td>
<td>Each Wednesday</td>
<td>700 points</td>
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<tr>
<td>Seminar Preparation and Discussion Assignments</td>
<td>Ongoing</td>
<td>200 points</td>
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<tr>
<td>Class Contribution</td>
<td>Ongoing</td>
<td>100 points</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
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<td><strong>1000 points</strong></td>
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**CHICAGO PROGRAM GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>74%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>64%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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**Grading Interpretation:**

A: The work is outstanding and well exceeds the stated criteria in each assessment area. The assignment can be easily interpreted is well organized in every way.

B: The work meets all standards and exceeds them in a few areas. Not all aspects of the assignment were exemplary, however, in some categories, the work exceeded expectations.

C: The work meets all standards and the stated criteria. Met the minimum requirements. There are no areas of weakness and also no outstanding elements.

D: The work is significantly deficient in some way. At least some aspects of the assignment did not meet requirements. Nothing exceeded expectations.

F: The work does not meet the assignment requirements in any way. There were several areas where this assignment did not meet expectations.
Note: If you met and did not exceed the assignment requirements, you should expect to receive a C.

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.

Course load. You are required to carry the full load of courses and credits as determined for the ACM program in which you are enrolled.

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.