INSTRUCTORS:
Jason Pallas, jason.pallas@gmail.com and Mary Scott-Boria, msboria@aol.com
(Each individual instructor will provide a detailed schedule and additional information regarding
their class).

CREDITS: Most students receive 4 credits or the equivalent of one regular course on campus.

Meeting Times: Tuesday mornings and Thursday afternoons for the first 7 weeks of the program
then individual/group meetings (Please check with the instructor as well as the Chicago Program
Google site calendar for specific dates/times.)

Description:
The Independent Study Project (ISP) is designed to give students the opportunity to delve more
deeply into a topic, a field, or discipline of their choosing. Students practice using the resources of a
major metropolitan area to propose, complete and present a phase or phases of a substantial,
self-generated professional, scholarly or creative project.

Combined ISP Group Meeting (all workshops are held at the CP office)

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop/Workshop</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, September 3rd</td>
<td>ISP Orientation</td>
<td>11am – 12:30pm</td>
</tr>
<tr>
<td>Thursday, September 10th</td>
<td>Initial Expertise Sharing</td>
<td>2pm – 4pm</td>
</tr>
<tr>
<td>Thursday, September 24th</td>
<td>ISP Proposal/Project Management Workshop</td>
<td>2pm-4pm</td>
</tr>
<tr>
<td>Thursday, October 29th</td>
<td>ISP Interviewing Workshop</td>
<td>2pm-4pm</td>
</tr>
<tr>
<td>Tuesday, November 24th</td>
<td>ISP Presentation Workshop</td>
<td>10am – 12pm</td>
</tr>
<tr>
<td>Monday, December 7th</td>
<td>ISP Symposium</td>
<td>all day</td>
</tr>
</tbody>
</table>

LEARNING GOALS AND OBJECTIVES

- Identify a topic of inquiry relevant to the Chicago experience.
- Develop self-directed skills in primary and secondary research, identifying local resources,
developing and executing a plan of inquiry and contributing to the knowledge base of the
city.
- Keep track of work and work habits.
- Document and present work.
- Seek, receive, and use criticism from peers and experts.
- Effectively critique your own work.
- Plan projects effectively (making use of time, money, materials, people, and institutions).
• Work independently.
• Give an effective presentation of work and analysis of an issue or topic.

TYPES OF ISP’S

Professional: A focused project that provides a valuable contribution to an organization and
enables the student to gain professional experience. Professional ISP's are project-based and
require student to work in conjunction with faculty approved third party beneficiaries. Students
must provide details of the agreement such as timeline, deliverables and submission of final
product with the third party as part of the ISP proposal. Examples include: developing marketing
materials such as newsletters, websites, brochures; creating a volunteer or employee
curriculum/training session or guide; analyzing data and making recommendations; designing an
employee/volunteer/client satisfaction survey, etc.

Creative: A project that involves some form of creative expression that has a specific purpose and
is meaningfully connected to the final body of work. Students working on creative ISP’s will be
responsible for documenting the evolution of the project, and reflecting on the creative process as
well as being accountable for industry/professional standards. Examples include: A compilation of
original photos; audio, video, podcast documentary that tells a compelling story about an issue or
situation you are passionate about; production of a theatrical, musical or artistic performance;
paintings, drawings, poetry, etc.

Scholarly: Developing a research question, utilizing primary and secondary documented sources to
support the analysis, and establishing conclusions. Scholarly ISP's take the form of a formal
research paper no less than 10 pages in length, double-spaced, and no more than 12-point font.
Past ISP Titles have included: “The Chicago 2016 Olympic Bid: An Analysis of the Community Benefits
Agreement”; “Subprime lending in Chicago and the Disproportionate Impact on Neighborhoods”;
“Issues and Images: Chicago Artists Contemporary Portraiture”

Experiential: Active engagement and exploration around an issue, organization, training
certification or career preparation. Examples include: A social action project, a significant
volunteer experience with a Chicago non-profit organization – ie: participation in a
mentoring/tutoring program, performing an ongoing service to a designated population, or life skill
challenge – ie: attending training/workshops to enhance or build relevant skills. Students choosing
this option are expected to commit a minimum of 50 hours towards the project.

NOTE: Internships sites can be an extremely useful resource for students as potential projects are
considered for completion of the ISP component. Students are encouraged to leverage these
opportunities. It is essential that the ISP have separate, distinct tasks and expectations from the
Internship component. Students interested in leveraging their Internship as a resources for any
type of ISP, must receive approval from the ISP faculty member who will verify the project with the
Internship faculty member.

ISP REQUIREMENTS:
**Submission of a Formal ISP Proposal:** Your formal proposal should describe the objective of this project including some contextualization of your topic (how is this relevant to the community and/or city?), include a bibliography that identifies relevant resources (organizations, people, written, audio and visual materials) and outline all relevant work/tasks, including a working timeline. At this time, you should also submit your list of questions for your in-depth interview and a draft of your thesis statement.

**Completion of an In-Depth Interview:** You are required to conduct at least one, one hour, in-depth interview with a person related to the ISP topic. Your instructor can provide support for your interview prospects. The goal of the interview is to assist in anchoring your ISP through conducting primary research. You are required to submit a detailed summary of the interview containing the name of the person, date and location of the interview and the questions asked. It must be a minimum of three-five typed, double-spaced pages. The name of this person must be included in the formal proposal, see above, and approved by your instructor.

**Documentation:** You will be monitoring your time working on the ISP and should average 7-10 hours of work per week on your project equating to a minimum of at least 50 hours. This time will normally be outside of formal class or consultation sessions. You are required to keep a log of your ISP activities and the hours spent performing them. Logs will be reviewed at your consultation meeting with your instructor and will be factored into your final grade at semester’s end. You will find that an honest accounting of your time will expose your work habits and tendencies. In addition, knowing precisely how much time and energy it took to bring your project to completion will allow you to plan future projects more effectively.

**Bibliography:** All ISP’s must be accompanied by a comprehensive bibliography containing no less than 5 credible sources in addition to the in-depth interview.

**Project Length:** Research papers should be no less than 10 pages in length. For projects that are creative or professional, consult your Practicum leader for guidance on length of submissions. Academic guidelines must be followed. Students are required to submit an abstract stating the purpose and overview of their project.

**Project Title and Abstract:** All final submissions of ISP’s must be accompanied by a title and a two-three sentence description of the project and methods used. Final abstracts should be submitted along with your final ISP.

**Presentation & Visual Support:** You are expected to publicly share the key aspects of learning that relate to your ISP. Each student's presentation should focus the process of their ISP (interest in the topic, what they discovered/learned through completing the project). Presentations will be limited to 5 minutes with opportunities for the audience to ask questions. You will also be required to create a visual element that effectively complements showcasing your learning (again focusing on the process of completing your project).
GRADING:

Chicago Program Grading Scale

A  94%
A- 90%
B+ 87%
B  84%
B- 80%
C+ 77%
C  74%
C- 70%
D+ 67%
D  64%

D- 60%
F - 59% and below

Grading Interpretation

A: The work is outstanding and exceeds the stated criteria in each assessment area. The information can be easily interpreted and is well organized.
B: The work meets all standards and exceeds them in a few areas.
C: The work meets all standards and the stated criteria. There are no areas of weakness and there are also no outstanding elements.
D: The work is significantly deficient in some way.
F: The work does not meet the assignment requirements in any way.

Academic Honesty

Please familiarize yourself with the ACM Chicago program policy on Academic Honesty as stated in the Student Handbook. When in doubt find a way to give credit to an idea's originator, even if that person's work is in the public domain. This may require some creative citations in non-written projects. Remember that is is also considered academically dishonest to recycle work you have completed for another class, past, or present, here or there, without permission of the instructor.

Any changes or exceptions to this syllabus are at the discretion of the instructor.

ISP GRADE DISTRIBUTION

<table>
<thead>
<tr>
<th>ISP</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>Preparation Assignments (See individual faculty section for detail)</td>
<td>200</td>
</tr>
<tr>
<td>ISP</td>
<td>ISP Proposal</td>
<td>75 points</td>
</tr>
<tr>
<td></td>
<td>Due 10/8</td>
<td></td>
</tr>
<tr>
<td>Individual Process Updates (average)</td>
<td>Ongoing</td>
<td>250 points</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Interview Write-up</td>
<td>Due 11/19</td>
<td>150 points</td>
</tr>
<tr>
<td>Presentation &amp; Visual</td>
<td>Due 12/7</td>
<td>150 points</td>
</tr>
<tr>
<td>Title and Abstract</td>
<td>Due 12/7</td>
<td>25 points</td>
</tr>
<tr>
<td>Final ISP</td>
<td>Due 12/7</td>
<td>150 points</td>
</tr>
</tbody>
</table>

**Total Project Related Points**

**TOTAL ISP POINTS**

---

**Final Grade Disputes**
Students have the right to appeal final grades for courses. They must do so in writing within 30 days of receiving the grade and provide rationale for the basis of the dispute.

**EVALUATION CRITERIA AND PROCESS:**

**ISP Evaluation Criteria: (review ISP grading rubric)**
Your ISP Instructor will serve as your primary advisor on your ISP project. During the first portion of the course the faculty member will begin to encourage you to begin considering potential ISP topics. The full ISP proposal must be submitted to your ISP faculty leader by week 7. You are expected to consult with your ISP Instructor prior to submission of your ISP proposal. Follow-up sessions will be required to report on the progress of your project. Some sessions will be individual meetings and other sessions will be focused on sharing with the rest of the group. It is important to stay in consistent communication with your ISP Instructors so that they know whom you are working with and where you are going for assistance. Be sure to copy your ISP Instructor on all email correspondence you may have with professionals in your chosen field. Your ISP Instructor functions as your coach, and must be kept abreast of all your activities, triumphs as well as stumbles.

Throughout your ISP, considerable emphasis is placed on the value of critiquing both your processes and your product. You are expected to actively seek out feedback from experts in your field and from your peers, as well as engage in rigorous self-critique. Below are the five criteria used to evaluate Independent Study Projects. Please refer to the grading rubric for the ISP component for more specific assessment information.
● Level of Challenge
● Level of Execution (process, product and documentation)
● Level of Engagement with Chicago Resources (at least one face to face interview is required).
● Level of Critique
Faculty  Mary Scott-Boria  
Office  312-915-0919  
Cell  773-430-8462  
Email  mborahia@aol.com (preferred)

Class meeting times

*Tuesday (10-noon): Thursday (2-4):* Alternative meeting times may be arranged to accommodate special activities or events. Be sure to check the GOOGLE calendar daily.

Office hours: Tuesday 1-3; and Thurs. 11-1 or by arranged time.

Required resources

Readings and other audio-visual materials required for the class will be posted on the URBAN STUDIES GOOGLE site.

Introduction and Overview

CHICAGO, (*the capital of the Midwest*), once considered the “hog butcher to the world” (*The Jungle*, Upton Sinclair) has always been a food city. “After all, how many cities are named for a food, even if it is a simple wild onion? The Pottawatomi’s called it Chicagu. Chicago’s existence and its wealth were founded on food. From its incorporation, the city was the collection and shipment center for the Midwest's agricultural bounty. And Chicago grew to become the heart of America's new food processing industries” (Chicago Tribune, 1997). But as documented in Sinclair’s story of the famous stockyards, food continues to reveal a “tale of 2 cities”, one of progress and innovation, and one of inequality and struggle. Food is something we all have in common; how we approach food can be a metaphor for how we approach life individually and collectively.
The six-week introduction to the Independent Study Project, (ISP), *Food, A Metaphor for Life* is designed to use Chicago’s food culture as our tool to uncover and engage specific social change strategies within the urban context. In so doing, we will tap important resources; engage skills of observation and inquiry that may be applied to your own self-directed project.

*A Statement about Food/Food Justice*

An interest in eating is as much popular culture as it is a way of life. The need and desire for food is common to all humankind. Yet, the meaning of food is well beyond merely maintaining our health and well being, as basic as that is. Food, its abundance or lack defines who we are; our aspirations and relationships, as well as where we’ve been and how we get there. Food insecurity illuminates structural deficits not only in the food system but in our the quality of our lives as well. Food connects to health, class (and the implications of race), gender, work, culture, and community well being. As urban communities dominate the geography of the planet, food security is an important challenge for cities. In this class we will read food for the many ways it inform our lives and the paths it creates for innovation and recovery. There is an abundance of opportunities for innovation and renewal through the examples of food. Our goal for this class will be to encourage you to taste the many opportunities to explore this city and engage your hunger for that which feeds your appetites.

*Learning Objectives*

My goal for the first seven weeks of this ISP workshop is to ready you for your own inquiry into a topic of your choice. As an experiential program, developing skills of observation, nurturing your curiosity, making new discoveries through research and/or engagement will align you with the dynamics of the city. Your text will be the city, as we explore the multilayers of food, through our field visits, relevant readings, videos and compelling discussions. You will be encouraged to build on your past experiences and knowledge to uncover how food helps you understand how Chicago works, or doesn’t, and what models of change positively impact the quality of life for Chicagoans.  

*More specifically………*

· *Personal* ……………making personal connections to the topic
· *Observation* …….. paying attention to the context, seeing the big picture, seeing beyond the obvious, seeing anew, taking in the details, making connections between like and unlike
· *Engagement*: being intentional about connecting to issues, people; ideas become real only when attached to practices/actions and aspects of life
· *Inquiry*, research: developing a curiosity, asking questions, using multiple sources to investigate and being open to surprises; asking questions.
· *Project development and execution*: effective independent planning and execution.
· *Engaging presentation*: effective communication of process, outcomes and new learning
Grading and Assignments for the Food mini workshop.

There will be a series pre-ISP assignments, which will count for 20% of the total ISP grade; 80% will be given for your Individual ISP. These assignments are designed to provide you with practice skills that can hopefully build toward your final ISP.

Assignments

You will be given two to three assignments for the mini workshop. I will also count your active participation toward your final grade.

I define participation as your coming to all classes and field visits on time, prepared and engaged in our class discussions.

All written assignments must be submitted to me via email at the time specified (please use the msboria@aol.com email). Guidelines for each assignment will be posted on the GOOGLE site.

All assignments must be submitted on the date requested; 25% will be deducted for any late assignments, after the first day; 50% after the second day; and 75% after third day. Nothing will be accepted beyond the third day.

I am here to help and assist you in anyway you need. I will do my best to be clear about assignments, but would hope you would consult your syllabus and posted assignments prior to asking me for clarification.

I can generally be reached outside of class, via email, phone call or text. I ask that you not contact me after 9 pm. If you do, you can expect me to return any message the following day.

Attendance

The essence of an experiential program is being present in both mind and body. Much of our work will occur in the field where we will meet practitioners and visit sites. We regard these individuals as our teaching partners who give freely of their time and expertise. To that end, it is important that we respect them as valuable resources.

Attendance for the mini seminar (first six weeks) is MANDATORY. There are no excused absences, and any absence beyond one will result in a 50-point deduction in your final grade. Two tardies will be marked as one absence.

As many of our class sessions will be held in various locations throughout the city, each of you/us is responsible for being on time for all class sessions. In the event that unforeseen circumstances cause either your absence or tardiness,
a call to the faculty member is expected. Given the nature of this program, attendance and participation are critically important. The untraditional nature of our time together and our relationship with community partners require all of us to commit to a high level of engagement.

**Consultation meetings**

Beginning in the 8th week of the semester, our twice weekly in class sessions will be suspended. In its place, I will schedule individual consultation meetings with each student to review and advise on your individual ISP projects. These meetings are mandatory. A schedule of these meetings will be provided during the 7th week.

**Google site**

The Google site will serve as our guide to what we are doing, where we are going, and all aspects of the program. Check it often, but also anticipate changes. I will make every effort to stay on top of changes and communicate these to you through GOOGLE. Mistakes will no doubt occur. Be patient, but also diligent in staying in touch with Google and me.

**Individual ISP Guidelines**

Please consult the ISP syllabus that accompanies this mini workshop syllabus.