ACM CHICAGO PROGRAMS
HUMAN RIGHTS AND CREATIVE SOCIAL CHANGE IN THE CHICAGO CONTEXT
SEMINAR, FALL 2014

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Meeting Times:   Tuesdays: 2:00 p.m. to 4:00 p.m.
                 Thursdays: 10:00 a.m. to 12:00 noon
Please note that meeting times may fluctuate in order for us to make full use of the city’s resources.  Always check the Google site calendar for the most recent schedule.

Office Hours: I can typically be found in the Chicago Program Office on: Mondays, Wednesdays and Thursdays, (these are the times when I am not teaching). Appointments for specific meetings are encouraged.

Emergencies: Please feel free to contact me any time between the hours of 8:30 a.m. and 6:00 p.m., Mondays thru Fridays.

In the event of an emergency, students can contact me anytime.

Required Resources: Each student will receive access to an online course reader for the seminar that contains articles, and other required materials for the seminar. The reader can be found on at: https://sites.google.com/site/177nstate/urban-studies-program/usp-seminar

INTRODUCTION AND OVERVIEW:
Hello and thank-you for joining me in what I hope will be an exciting and challenging exploration into issues of human rights, race, social change and restorative justice in Chicago.

Chicago is the birthplace of the school of sociology; the place where community organizing emerged as a practice and profession; where social reform led to children’s rights and social justice in many arenas. Social justice speaks to notions of human rights that sustain the quality of life for all, and most importantly marginalized groups.

The central question of this seminar will be to explore how Human Rights and Restorative Justice are fostered in the American urban 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, etc.
Chicago has also been the center of creative reform and change; positively impacting the American social landscape. From Nobel Peace activist Jane Addams’ settlement house and juvenile justice reform movements, to the role of culture in neighborhood development and sustainability, the ingenuity of Chicago’s people made social change possible.

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 and that will also illustrate how institutional practices shape the quality of life for Chicago residents. We will also 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, selected readings, and simulated class exercises to engage students in developing an understanding of these issues, and to encourage them 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 answer 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, and community organizing and direct services. At the end of the seminar students should expect to have:

- Developed an understanding of contemporary social justice issues in Chicago.
- Embraced an understanding of a variety of strategies employed by organizations in Chicago to embrace human rights, social change and restorative aims.
- Gained 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 and demonstrated these skills through a group assignment.
• 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, wrongful convictions, juvenile life without possibility of parole and restorative justice.

• Increased their level of awareness and understanding about how social issues such as race and ethnicity impact the criminal justice system.

**ATTENDANCE AND PARTICIPATION:**

As stated earlier, the seminar will generally meet on Tuesday afternoons for a two hour session and Thursday mornings for a two hour session. There may be an occasional change to these noted times and to the day in order for us to take full advantage of the resources of the city and to attend events that are directly related to the course. This course will meet in various neighborhoods around the city. Be sure to consult the website for updates to the schedule. Any revisions to the syllabus will also be posted.

The Chicago Programs policy on absence and tardiness applies to this seminar. This policy states that after two absences or two instances of tardiness, each additional absence or tardy will result in a five percent deduction in your overall grade. You are considered tardy 10 minutes after the scheduled start time of an activity or leaving a session 10 or more minutes early.

In other words, two absences will not affect your grade, however more than two absences and your grade may be negatively impacted. Please, contact me via text at 773 552.4451 if you are planning to be absent or if you are running late. This is a courtesy to our hosts as well at to other classmates. Since much of our work will be in the field, it’s helpful to know when you will be absent or tardy, so as not to disrupt our class visits.

An experiential program requires attendance and active participation. You will get the greatest benefit from the experience through your active participation. This means coming to class; being prepared, and engaging in discussions both when in class and when in the field, completing assignments on time, staying awake, turning off all cell phones and treating all seminar members and guests with respect. Please note that cell phone and computer usage are not allowed during seminar sessions.

Absences to attend other outside events are not excused.
**WEBSITE AND EMAIL**

The Chicago Program Google site will include all readings and other course materials. Seminar changes and announcements will be included on the Google site. 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, handed in on time without exception. 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 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 Brittany Wisniewski at bwisniewski@acm.edu.

**FIELD VISITS**

Field visits are foundational for the Chicago Program and for this seminar in particular. Your learning rests on the premise that Chicago-based resources are co-partners in the teaching relationship with the Chicago Program. Their work and perspectives provide valuable illustrations to 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. You will develop a response writing for each visit connecting the readings and discussions to each of the visits.

**Assignments and Grading**

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

- “Your Blues” assignment 100 points
- Youth of Color interview and monologue 200 points
- Chicago Police interview and monologue 200 points
- Native Son persuasive arguments 200 points
- Seminar discussion preparations assignments 300 points
Grading Scale

A  1000- 9400 points
A-  940- 900
B+  890- 870
B   860- 840
B-  830- 800
C+  790- 770
C   780- 740
C-  730- 700
D+  690- 670
D   660- 640
D-  630- 600

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

Grading criteria

1. Grade A
   a. The project is outstanding
   b. It exceeds the stated criteria in each assessment area
   c. The data is well organized and can be easily interpreted and used.

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

3. Grade C
   a. The project meets all standards and the stated criteria
   b. There are no areas of weakness and there are also no outstanding elements

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 the faculty member 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 Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>“Your Blues” Assignment</td>
<td>Thursday, 9/18</td>
<td>100</td>
</tr>
<tr>
<td>Youth of Color- Interview and Monologue</td>
<td>Tuesday 9/30</td>
<td>200</td>
</tr>
<tr>
<td>Native Son - Assignment and Presentation</td>
<td>Friday 9/26</td>
<td>200</td>
</tr>
<tr>
<td>Police - Interview and Monologue</td>
<td>Friday, 10/30</td>
<td>200</td>
</tr>
<tr>
<td>Seminar Discussion Preparation Assignments</td>
<td>Ongoing</td>
<td>300</td>
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| Total Points Possible                                | 1000           |

## Special Events

As stated earlier in the syllabus, the seminar meets on Tuesdays and Thursday for a two hour period, (typically, Tuesdays- 2:00 pm to 4:00 pm and Thursdays- 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:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dear White People movie</td>
<td>Friday, 10/17</td>
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<tr>
<td>Surviving the Mic</td>
<td>Thursday, 10/30</td>
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