



Course: LSP 110 • Section 407 • Fall 2011

Discover Chicago: Chicago Business & Society

Class Time: Tues. 10:10 a.m. – 12:40 p.m.

Immersion Week Classroom: Lincoln Park Campus, O'Connell 330

Chicago Quarter Classroom: Loop Campus, Lewis 1010

Instructor: Dr. Matt Ragas, Ph.D.

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Class blog: <http://chicagobusinessandsociety.com>

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Office Hours: Tues. 3:00 - 5:00 p.m. (or by appt.)

Staff Professional: Tomika Rodriguez

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Student Mentor: Lew Minaglia

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Course Description:

Home to more than 30 *Fortune 500* companies and thousands of family-owned businesses, Chicago is recognized as a leading global business center. Chicago business and society has been intertwined since the city's founding over 175 years ago. Through visiting a diverse range of neighborhoods (the Loop, Chinatown, Pilsen, Little Italy/University Village, and West Ridge/Devon Ave.), students will explore the growth and development of industry throughout the city with a critical eye towards its impact on society. This journey will take students from the past to the present of Chicago business and society, encouraging a critical reflection of how and if business owners have made meaningful contributions to the city's well-being. Classroom learning will explore the relationship between Chicago business and society in-depth, through concepts such as corporate social responsibility (CSR) and corporate citizenship. Sessions will include lectures, video clips, guest speakers, discussion, and activities. For the final project, students will apply what they have learned through writing a final paper comparing the social responsibility information found on the websites of two Illinois-based firms.

Each week of class, we'll also have a "Common Hour" organized by Lew Minaglia and Tomika Rodriguez. During this time, you will learn useful information about university resources, procedures, and policies and other ideas and resources to help you adjust to college life and assist you in meeting your needs and goals. Common Hour's goals are for students to: a) learn to navigate DePaul by finding the resources you need; b) learn how to maintain skills for academic success; c) gain a sense of belonging in the DePaul community; d) learn how to appreciate the diversity of DePaul's community; e) plan for your education and career; and f) maintain a healthy financial budget. By quarter end, you should feel more comfortable about being at DePaul.

Course Objectives:

Upon completion of this course, students should:

- Learn about the diversity and multi-culturalism that comprises the city of Chicago by visiting a broad range of neighborhoods and institutions, and hearing a broad range of perspectives;
- Critically reflect on the historical and current relationship between Chicago business, both small family-owned businesses and large corporations, with the community (citizens, workers, customers, etc.);
- Examine and challenge assumptions regarding the relationship between Chicago business and society through the concepts of Corporate Social Responsibility (CSR) and corporate citizenship;
- Develop at the outset of your college experience the intellectual and personal skills that will help you make the most out of that experience and prepare you for success after college; and
- Hone your writing and analysis skills.

Required Reading Materials:

There is no required textbook for the course. All required readings each week and assignment sheets will be posted to the course section on Desire 2 Learn (D2L), DePaul's learning management system. You will login to D2L using your Campus Connect username and password. D2L login: <https://d2l.depaul.edu/>

Initial Remarks on Reading and Writing

Be an active reader of assigned readings and course materials. Using a highlighter is not enough. Read with pen or pencil in hand so that you can write down your thoughts, comments, questions, objections, and criticisms in the margin or on a notepad. It will enhance your understanding of class discussion and your ability to contribute to it. It will also make consulting the readings in class and reviewing them after class much easier.

All written work should conform to normal standards of college-level written communication with correct grammar, punctuation, and spelling, as well as proper documentation when necessary.

The Writing Center

Consider visiting the Writing Center for help on your writing assignments. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing. All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you will receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>

To schedule real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>

To request feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>

Loop Campus Office: 1620 Lewis Center, 312.362.6726

Lincoln Park Office: 250 McGaw, 773.325.4272

For more information, visit: <http://www.depaul.edu/writing/>

Academic Honesty

Please take all possible steps to avoid plagiarism and cheating. Plagiarism (literary or artistic theft), copying someone else's work, or other forms of dishonesty will not be tolerated. **Any case of academic dishonesty will be considered grounds for an automatic failing grade in the course.** Having someone else do your work for you is also considered academic dishonesty. University guidelines will be followed for any offenses.

Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments or possessing unauthorized materials during an examination.

Plagiarism involves the representation of another's work as your own. For example:

- (a) Submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's.
- (b) Paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.
- (c) Submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else.

If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

Please refer to the Student Handbook for more details: <http://studentaffairs.depaul.edu/homehandbook.html>

Inclusiveness

This class encourages the free exchange of ideas. Every attempt is made to make all course materials non-sexist, diverse, and multi-cultural. Should I ever fail to meet this goal, please let me know immediately.

Students are expected to behave professionally and respectfully towards their classmates and the instructors.

Students with Disabilities

Students requesting classroom accommodation for disabilities should provide me with written documentation from the appropriate university offices regarding the specific disability and accommodation requested during the first week of class. All discussions will remain confidential.

For more information, contact the Productive Learning Strategies Program (PLuS) for LD, AD/HD: <http://studentaffairs.depaul.edu/plus>, (773) 325-1677 or:

The Office of Students with Disabilities (OSD) for all other disabilities: <http://www.studentaffairs.depaul.edu/studentwithdisabilities>, (773) 325-1677. Offices: Student Center #370.

Course Evaluation:

The evaluation of the coursework will be based on the student's performance in four areas, each which constitute a portion of the final grade. These areas include: 1) Common Hour assignments, 2) class attendance and participation, 3) a series of short reflection papers completed throughout the quarter, and 4) a final paper/critical analysis in which you will assess and compare the CSR-related information provided on the websites of two Chicago-area companies. The following provides a point allocation for each of these areas:

1) Common Hour Assignments	(see Common Hour syllabus)	60
2) Attendance/Class Participation	(outline below)	60
3) Reflection papers (20 pts. each)	(outline below)	80
4) Final paper (100 pts.)	(outline below)	100

TOTAL

300 possible points

Course Grading Scale:

A: 93-100%

A-: 90-92%

B+: 87-89%

B: 83-86%

B-: 80-82%

C+: 77-79%

C: 73-78%

C-: 70-72%

D: 60-69%

F: 0-59%

1) Common Hour Assignments (60 pts.)

The Common Hour section is designed to facilitate the growth of your knowledge about and comfort at the university. You are expected to participate actively in common house activities and to hand in all related assignments. For Common Hour assignments and activities, please see the separate **Common Hour Syllabus**.

2) Class Attendance/Participation (60 pts.): Both are Mandatory

Come to class prepared to participate – to actively discuss the readings and interact with the instructor and your classmates. This is where the real learning happens. Be sure to read, ask questions, disagree, formulate your own ideas, and engage with members of the class. Our ideas, opinions and viewpoints will differ depending on our backgrounds, experiences, and knowledge. It's okay in this class to respectfully disagree with the readings and with each other. I encourage you to speak up, talk back, and offer your own ideas. It's also important to recognize that any one of us may have personal experience with these issues and it's important to be conscious of this as you talk about the issues. You will receive points for attendance and participation.

Your class participation will be considered in the final evaluation of your class work. I will evaluate your **class participation** as follows:

A = Student reads assignments, actively engages with speakers, and interacts with other class members; for example, an "A" in this area means that you ask questions, express judgments and/or pose questions on multiple occasions at each class session; and also that you actively participate and contribute to small group discussions and activities.

B = Student participates as above about 75 percent of the time.

C = Student does not volunteer, but only responds to direct questions; student's responses demonstrate vague familiarity with course readings and assignments.

D and below = Student never volunteers, cannot respond to direct questions, keeps silent during class discussions, and is unable to summarize readings.

As stated above, **attendance is mandatory**. After one unexcused absence, your overall grade for the course will be lowered for each additional absence. In order to receive an excused absence, you must contact me *before class*, and the circumstances of your absence must be significant. Approved excused absences must have either a doctor's note or a note from the advisor of a university-sanctioned organization. If you miss class, you are responsible for obtaining the notes, updates, and assignments from your classmates, and if necessary, from me.

If you come to the class late or leave early, there is a very high chance that you will miss announcements of changes in the class schedule, readings, and/or activities. It is *your responsibility* to obtain all of the information about schedule changes, readings, handouts, and location of events.

Attendance will be taken each class by passing around a sign-in sheet. **IMPORTANT: It is your responsibility to sign-in. If your signature isn't on the sheet, you will be marked absent. I will always try to remind you.**

3) Reflection Papers (80 pts. total / 20 pts. each)

There will be FOUR reflection paper assignments (1-2 pages each), due throughout the quarter, starting immediately with the week following Immersion Week (the first paper is due at the start of class on 9/13). Papers should be thoughtful, should compare the experiences from neighborhood site visits, reading(s), or activities to other experiences from your life, and should relate to course topics. You could, for example, find one or more quotes in a reading that gives you a strong feeling (positive or negative). Your reflection could provide that quote or quotes, then provide your feelings about it, your agreement or disagreement with it, your rebuttal against it, or the questions it raises for you. **You will complete a total of four reflection papers, which should be a total of 1-2 pages each.** An assignment sheet for each reflection paper will be provided.

You will have the opportunity to re-write and re-submit, at no penalty to you, ONE of your reflection papers. The grade on the re-submitted paper will replace the prior grade. **To take advantage of this option, you must turn in your re-submitted paper during Week 5 or 6 AND clearly indicate which paper this is replacing.**

4) Final Paper/CSR Analysis of Two Company Websites (100 points)

For the final paper in this class, you will visit, review, and compare the corporate social responsibility (CSR), corporate sustainability, and corporate philanthropy sections of the websites of TWO companies with a large presence in Chicago. The instructor will provide you with a list of Illinois-based *Fortune 500* corporations and you will have dedicated time during one class to sign-up with the names of the two companies you have selected for this critical analysis. In this critical analysis you will: 1) briefly summarize the CSR, sustainability, and philanthropy information found on the websites of these two companies; 2) identify the major differences you found between these two firms regarding their CSR, corporate sustainability, and corporate philanthropy information and focus; and 3) explain which firm you think is doing a better job in this area and, importantly, WHY. **This final paper should be a total of 4-5 pages long.** A detailed assignment sheet will be provided.

Deadlines for Assignments

Deadlines are real. Late work will be reduced by one letter grade for each 24 hour period it is not turned in. Work turned in during the middle or end of class, when it is due at the *start of class*, is considered late by one letter grade. In a professional environment, the consequences of missing deadlines are much worse.

IMPORTANT: Assigned deadline for papers are not flexible so please plan accordingly

Class Blog: ChicagoBusinessandSociety.com

During Immersion Week, you are encouraged to submit photos you have taken during your neighborhood visits to the class blog (<http://www.ChicagoBusinessandSociety.com>). This is a great way to visually chronicle our visits to the neighborhoods, specifically our interactions with the various institutions and individuals that we meet during the week. To submit photos (or video) to the class blog, attached your picture or pictures to an e-mail message and then send your e-mail (with the photo or photos attached) to: **chicagobusinessandsociety@posterous.com**

The title you use for your e-mail message will appear as the title of the post on the blog. If you include any text in the body of your e-mail that text will appear in the body of your post along with the photo(s).

Final Notes:

- I will make every effort to adhere to this class schedule and grading system, but reserve the right to make necessary changes.
- While laptop, netbooks, and tablets are welcome for taking notes during class, please DO NOT use them to Facebook, IM, e-mail, etc. during class. It is disrespectful to your classmates and me.
- Please avoid talking with your neighbors while I am lecturing or another student is talking.
- No reading of newspapers, magazines, books, etc. during class. While I appreciate your support for journalism and interest in current events, it is distracting and disrespectful to your classmates and me.
- Please turn your mobile phones to vibrate when in class unless they are needed for emergency purposes. Also, please NO TEXTING during class (this includes trying to stealthily text under your desks!).
- I am here to help. If you notice yourself having trouble with the material or an assignment, please see me immediately. Feel free to approach me about any concerns you might have.
- I am open to suggestions as to how to improve the course content, facilitate the learning process, encourage interest in the subject, or any other topic you deem important. Come see me or e-mail me.
- Again, the following dates and topics are a good faith attempt at providing you with a tentative schedule, but please note that they are not etched in stone.

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Tentative Class Schedule

- Immersion Week:**
- 8/29: **Immersion Week Kick-Off**
- Meet at the Sullivan Athletic Center (2323 N. Sheffield) at 9:00 am
 - Afternoon visit to the Loop/scavenger hunt in Millennium Park
 - Fullerton – Purple line – Randolph/Wabash
- 8/30: Chinatown neighborhood visit*
- Fullerton – Red line – Cermak-Chinatown
- 8/31: University Village/Little Italy neighborhood visit
- Fullerton – Red line – Monroe – Blue line – UIC-Halsted
- 9/1: Pilsen neighborhood visit*
- Fullerton – Brown line – Washington/Wells – Pink line – 18th St.
- 9/2: West Ridge/Devon Ave. neighborhood visit
- Fullerton – Brown line – Western – 49B bus – corner of Western & Devon

**Your teaching team will buy you lunch on these two Immersion days, but you are welcome to bring your own lunch instead. NOTE: Detailed class schedules for each day will be distributed and are available for download on D2L. Wear comfortable shoes and clothing, as we will be doing lots of walking. We will break for lunch, but we encourage you to bring water and snacks.*

- Service Day:**
- 9/6: **New Student Service Day (Mandatory)**
- Meet at St. Vincent DePaul Church (1010 W. Webster Ave.) at 9:00 am for check-in

- Week 1:**
- 9/13: Historical Look at Chicago Business & Society Relationship
- Trivia and class discussion of neighborhood visits/Immersion Week
 - Watch part of video series: Chicago, City of the Century
 - 12:30pm: Office for Academic Advising Support (OAAS) visiting class
 - **Reflection paper #1 due (favorite neighborhood and business)**

- Week 2:**
- 9/20: Common Hour: Understanding Diversity & Culture workshop (10:10am – 11:10am)
Historical Look at Chicago Business & Society Relationship
- Trivia and watch part of video series: Chicago, City of the Century
 - Class discussion on historic businesspeople – the good and the bad
 - **Reflection paper #2 due (historical figures in Chicago business)**

- Week 3:**
- 9/27: Exploring the concept of Corporate Social Responsibility (CSR)
- Trivia and lecture on CSR and corporate citizenship
 - Watch video: episode of CBS show “Undercover Boss”
 - Guest speaker: Sonya Jackson, United Airlines Foundation
 - **Reflection paper #3 due (CSR – what is it and why does it matter)**

- Week 4:**
- 10/4: Case Study of CSR in Action: Building of Millennium Park
- 10:10am: Study Abroad program visiting class
 - Trivia and finish watching “Undercover Boss” and discussion of show
 - Lecture on public-private partnership concept and Millennium Park
 - Class discussion on Millennium Park and the role of the private sector
 - **Reflection paper #4 due (Millennium Park, a public-private partnership)**

- Week 5:**
- 10/11: Perspectives on Business & Society (Labor Unions, Chamber of Commerce)
- Trivia, review final paper and how to access/analyze CSR sections on websites
 - In-class time to sign-up/select two companies for final paper
 - Guest speakers: Mike Mini, Chicagoland Chamber of Commerce
Tim Taylor, Electrical Contractors’ Association
 - Opportunity to submit re-write of one reflection paper

- Week 6:**
- 10/18: Perspectives on Business & Society (Corporate Social Responsibility Programs)
- Trivia, class practice access/analyzing and comparing CSR sections on websites
 - Guest speaker: Craig Keller, director, public social responsibility, Allstate
 - Opportunity to submit re-write of one reflection paper

- Week 7:**
- 10/25: Reflections on Chicago Business & Society (Final Paper Due!)
- **Class pizza party and “what did we learn?” discussion; Trivia winners announced**
 - **FINAL PAPER DUE (4-5 pages)**

Reading List

Week 1 Readings: Historical look at Chicago Business & Society Relationship

- Miller, D. L. (2003). *City of the century: The epic of Chicago and the making of America*. New York: Simon & Schuster.
- You only need to read the Preface (pp. 15-19) and City of Extremes (pp. 131-142) from *City of the Century*. Both readings are available as PDFs on D2L under the Week 1 folder.

Week 2 Readings: Historical Figures in Chicago Business and Society

Jane Addams: http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_addams.html

Philip Armour: http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_armour.html

Marshall Field: http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_field.html

Bertha Honore Palmer: http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_bpalmer.html

Potter Palmer: http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_ppalmer.html

George Pullman: http://www.pbs.org/wgbh/amex/chicago/peopleevents/p_pullman.html

- Note: While you are only responsible for the six names above, find the complete list of historic Chicago figures at: <http://www.pbs.org/wgbh/amex/chicago/peopleevents/index.html>*

Week 3 Readings: Exploring the Concept of Corporate Social Responsibility

Freeman, R. E. (2007). A stakeholder theory of the modern corporation. In J. B. Ciulla, C. Martin, & R. C. Solomon (Eds.), *Honest work: A business ethics reader* (pp. 255-261). New York: Oxford University Press.

Kelly, G. (2011, May). Citizenship and Southwest Airlines. *Spirit*, 12.

Strom, S. (2011, June 14). To be good citizens, report says, companies should just focus on bottom line. *The New York Times*, p. B6.

Week 4 Readings: A Case Study of CSR in Action: Building of Millennium Park

Chicago Tribune. (2002, October 30). Millennium Park donors.

Hahn, L. (2004, May 24). Millennium Park sparkles amid millions. *Chicago Tribune*, p. 3.

Jones, C. (2004, July 15). A one-man fundraising machine – John H. Bryan is an idealist with the right names at his fingertips. *Chicago Tribune*, p. 13.

Ruder Finn (2005). Millennium Park: Polishing Chicago's new shining jewel (Silver Anvil Award of Excellence winner). *Public Relations Society of America*.

Week 5 Readings: Expert Perspectives on Chicago Business & Society (Labor Unions, Chambers of Commerce)

Malooley, J. (2008, September 15). Wrath: Rage against the machine. *Time Out Chicago*. Retrieved from: <http://timeoutchicago.com/things-to-do/59005/wrath-rage-against-the-machine>

The Haymarket Square Incident: http://www.pbs.org/wgbh/amex/chicago/peopleevents/e_haymarket.html

Why Unions Matter: <http://www.illinoislaborhistory.org/articles/309-why-unions-matter.html>

Week 6 Readings: Expert Perspectives on Chicago Business & Society (Corporate Philanthropy)

Readings for week to be announced

Week 7 No Readings!

Note: All assigned readings should be completed IN ADVANCE of the date of class listed next to the reading. Please come to class prepared to actively discuss each reading.