



Course: LSP 110 • Section 401 • Fall 2015

Discover Chicago: Chicago Business & Society

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

Immersion Week Classroom: Lincoln Park Campus, Arts & Letters Hall, Rm. 205

Chicago Quarter Classroom: Loop Campus, 14 E. Jackson, Rm. 1230

Instructor: Dr. Matt Ragas, Ph.D.

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Twitter: @mattragas

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

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Mobile phone: (407) 963-8763 (no texting)

Office Hours: Mon. & Wed. 3:00 p.m. - 5:30 p.m.

(and by appointment)

Staff Professional: Ms. Ani Mauricio

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CQ Mentor: Ms. Kyla Patterson

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Course Description:

The home to a wide range of *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 by entrepreneurs over 175 years ago. Through visiting a diverse range of neighborhoods (the Loop/West Loop, Pilsen, Chinatown/South Loop, Jefferson Park, and Pullman), you will explore the growth and development of industry throughout the city with a critical eye towards its impact on society. This journey will take you from the past to the present of Chicago business and society, *encouraging a critical reflection of how and if business owners have and are making 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 CSR reports found on the websites of two Illinois-based *Fortune 500* firms.

Each week of class, we will also have a “**Common Hour**” organized by Ms. Kyla Patterson (your Chicago Quarter mentor) and Ms. Ani Mauricio (your DePaul staff professional). During this time in class, 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, you 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), sustainability 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, analysis and critical thinking skills.

Chicago Quarter Learning Outcomes:

1. Analyze and integrate the academic content and their experiences across the city.
2. Articulate connections between the course content and at least two of these four concepts that reflect the mission of DePaul University: diversity, social responsibility, human dignity, and urban sustainability.
3. Showcase self-development and personal growth as a university student.
4. Describe how this course prepares them to embark on the remainder of their liberal studies education/
5. Articulate educational, career, and financial goals, and demonstrate awareness of strategies and resources needed to achieve academic success.

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/citations 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, including LD and AD/HD, should alert me of 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 Center for Students with Disabilities (CSD):

<http://studentaffairs.depaul.edu/csd/>

Offices: Rm 370, Student Center (2250 N. Sheffield), Lincoln Park Campus (773-325-3720)
and Rm 1420, Lewis Center (25 E. Jackson), Loop Campus (312-362-8002)

Course Evaluation:

The evaluation of the coursework will be based on the student's performance in five areas, each which constitute a portion of the final grade. These areas include: 1) #LSP110 Instagram (minimum of three hashtagged Instagrams) during Immersion Week, 2) 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/reports provided on the websites of two IL-based Fortune 500 companies. The following provides a point allocation for each of these areas:

1) Immersion Week Instagrams	(outline below)	15 (5%)
2) Common Hour Assignments	(see Common Hour syllabus)	60 (20%)
3) Attendance/Class Participation	(outline below)	45 (15%)
4) Reflection papers (20 pts. each)	(four papers - outline below)	80 (26.7%)
5) Final paper (100 pts.)	(one paper - outline below)	100 (30%)
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) Immersion Week Tweets (15 pts.)

During Immersion Week (IW), you are required to Instagram at least three times using the #LSP110 hashtag to visually catalog your experience. You must use the #LSP110 hashtag and Instagram from the account you signed up from in class to earn your points. No exceptions. As an alternative for non-smart phone users, you may use Twitter instead, but you will need to let me know before. A short assignment sheet will be provided.

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 and Participation (45 pts.)

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, class attendance is mandatory. You are allowed one unexcused absence. You do not have the potential to earn an "A" if you get more than one unexcused 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/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 information about schedule changes, readings, handouts, and location of events.

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

3) Reflection Papers (80 pts. total @ 20 pts. each / 4 short reflection papers)

There will be FOUR reflection paper assignments (1 to 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 9/14). 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 6 or 7 AND clearly indicate which paper this is replacing.**

4) Final Paper/CSR Analysis of Two FORTUNE 500 Companies' CSR Reports (100 points)

For the final paper, you will visit, review, and compare the corporate social responsibility (CSR), corporate sustainability, and corporate philanthropy sections of the websites of TWO large corporations with headquarters in Illinois. I will provide you with a list of Illinois-based *Fortune 500* corporations and you will have dedicated time during one class to select and sign-up for the two companies you will base your critical analysis/comparison upon. 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' 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, explain 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.

I am old-fashioned and will only accept hard copy submissions. You may not submit work electronically.

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

Class Tumblr (ChicagoBusinessandSociety.com) and Twitter

In addition to using the #LSP110 hashtag on Instagram throughout Immersion Week (and the rest of the quarter) to share IW and class experiences later in the quarter, there is also a class blog. The Tumblr-based class blog is available at: <http://www.ChicagoBusinessandSociety.com>

If you'd like to make a post/share content for the class blog, just let me know. The blog archives posts from previous years of this class if you'd like to check out what we've done as a class in years past.

Final Notes:

- We will make every effort to adhere to this class schedule and grading system, but reserve the right to make necessary changes.
- While laptops, 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 teaching team.
- Please avoid talking with your neighbors while we are lecturing or another student is talking.
- No reading of newspapers, magazines, books, etc. during class. While we appreciate your support for journalism and interest in current events, it is distracting and disrespectful to your classmates and us.
- 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!).
- We are here to help. If you notice yourself having trouble with the material or an assignment, please see us immediately. Feel free to approach me about any concerns you might have.
- We are 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 us or e-mail us.
- 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. We look forward to having a great quarter!

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Tentative Class Schedule

- Immersion Week:**
- 8/31: **Immersion Week Kick-Off ***
- Meet directly at Lincoln Park campus (LPC) classroom for 9:00 am, BBQ lunch on quad
 - Afternoon visit to Chicago French Market and Civic Opera Building/TechNexus
- 9/1: Pilsen neighborhood visit*
- Pilsen mural tour, visit with small businesses in Pilsen, lunch at Nuevo Leon
- 9/2: Chinatown/South Loop neighborhood visit*
- Chicagoland Chinatown Chamber of Commerce, MPEA, lunch at Lao Beijing
- 9/3: Jefferson Park neighborhood visit
- Half day (eat lunch before), Jefferson Park Chamber of Commerce, Copernicus Center
- 9/4: Historic Pullman neighborhood visit
- Explore neighborhood with Historic Pullman Foundation, buy/bring lunch

**Your teaching team/DePaul will provide lunch on these IW days, but you're welcome to bring your own lunch instead. NOTE: 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 each day! We will break for lunch, but we encourage you to bring water and snacks.*

- Service Day:**
- 9/8: **New Student Service Day (Mandatory!)**
- Meet at Sullivan Athletic Center (2323 N. Sheffield) on LPC - 8:00 am for class check-in; depart for approximately 9:00 am to partner service site (CASL in Chinatown)
- Week 1:**
- 9/14: Historical Look at Chicago Business & Society Relationship
- Meet at our Loop classroom (14 E. Jackson, Rm. 1230) for first time
 - Kick-off team trivia and class discussion of neighborhood visits/Immersion Week
 - Watch part of the video series: "Chicago, City of the Century"
 - **Reflection paper #1 due (favorite neighborhood and institution visited and why)**
- Week 2:**
- 9/21: Historical Look at Relationship between Chicago Business & Society
- Meet at Chicago History Museum (1601 N. Clark St.) instead of Loop classroom!
 - Class starts at 10:30 am – ends at 12:20 pm (check in at front desk)
 - Class discussion on historic Chicago figures and industry – both the good and the bad
 - **Reflection paper #2 due (historic figures in Chicago business and society)**
- Week 3:**
- 9/28: Exploring the Concept of Corporate Social Responsibility (CSR) / Corporate Citizenship
- Class discussion / exercise on CSR, sustainability and corporate citizenship
 - **Reflection paper #3 due (CSR – what is it; identify an example of it; give your opinion)**
- Week 4:**
- 10/5: Debating the Social Responsibility of Business (Shareholder vs. Stakeholder Theory)
- Class discussion / exercise on shareholder theory vs. stakeholder theory
 - **Reflection paper #4 due (Friedman, Mackey, Rodgers: Who do you agree with? Why?)**
- Week 5:**
- 10/12: Carnegie's Gospel of Wealth and a Century Later: Buffett/Gates' The Giving Pledge
- Class discussion /exercise on The Gospel of Wealth and The Giving Pledge
 - Review final paper guidelines; sign-up/select two companies for final paper
- Week 6:**
- 10/19: The Future of Corporate Social Responsibility in Chicago and Beyond
- Class discussion /exercise on the future of CSR and expectations of business
 - Class practice accessing/analyzing and comparing CSR sections on company websites
 - First opportunity to submit re-write of one reflection paper
- Week 7:**
- 10/26: No Face-to-Face Class this Week!
- **No face-to-face class this week – work on final papers due next week**
- Finals Week:**
- 11/2: Reflections on Chicago Business & Society (Final Paper Due!)
- **Class pizza party and "what did we learn?" discussion; team trivia winners announced**
 - **FINAL PAPER DUE (4-6 pages)**
 - Last opportunity to submit re-write of one reflection paper

Reading List

Immersion Week Readings: Introduction to Corporate Social Responsibility (CSR) / Citizenship / Sustainability

Ragas, M. W., & Culp, E. (2014). *Business essentials for strategic communicators*. New York: Palgrave Macmillan.

- Only need to read Ch. 8 – Corporate Social Responsibility. This reading is available as a PDF on D2L under the IW folder.

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.

- Read the Preface (pp. 15-19), City of Extremes (pp. 131-142), and Regeneration (pp. 542-551). These three readings are available as PDFs on D2L under the Week 1 folder.

Week 2 Readings: Historical Figures in Chicago Business and Society

Algren, A. (2001). *Chicago: City on the make*. Chicago: University of Chicago Press.

- Read Ch. 1 The Hustlers. This reading is available as a PDF on D2L under the Week 2 folder.

Read the blurbs on each of the historic Chicago figures listed under the link below and be prepared to discuss:

- <http://www.pbs.org/wgbh/amex/chicago/peopleevents/index.html>

Optional: If you're interested in the history of Chicago business and its leaders, the online *Dictionary of Leading Chicago Businesses (1820-2000)* is an invaluable resource: <http://www.encyclopedia.chicagohistory.org/pages/700014.html>

Week 3 Readings: Further Exploring the Concept of Corporate Social Responsibility (CSR) / Corporate Citizenship

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

Mackey, J., & Sisodia, R. (2014). *Conscious capitalism*. Boston, MA: Harvard Business Review Press.

- Read the Introduction (Awakenings) and Ch. 1 (Capitalism: Marvelous, Misunderstood, Maligned). These readings are available as PDFs on D2L under the Week 3 folder.

Rawlins, B. L. (2005). Corporate social responsibility. In B. Heath (Ed.), *Encyclopedia of Public Relations* (vol. 1, pp. 210-214). Thousand Oaks, CA: Sage Reference.

- This is an oldie but a goodie in reviewing the evolution of CSR and shifts in societal and business expectations

Week 4 Readings: Debating the Social Responsibility of Business (Shareholder vs. Stakeholder theory)

Friedman, M., Mackey, J., & Rodgers, T. J. (2005, October). Rethinking the social responsibility of business. *Reason*.

Ragas, M. W., & Culp, E. (2014). *Business essentials for strategic communicators*. New York: Palgrave Macmillan.

- Flash back to Immersion Week and the start of class. Re-read Ch. 8 – Corporate Social Responsibility.

Week 5 Readings: Carnegie's Gospel of Wealth and a Century Later Buffett/Gates' The Giving Pledge

Barbara, S. (2012, May 19). Spreading gospels of wealth: America's billionaire Giving Pledgers are forming a movement. *The Economist*.

Coffey, B. (2015, August 6). Pledge aside, dead billionaires don't have to give away half their fortune. *Bloomberg News*. Retrieved from <http://bloom.bg/1dXegFi>

Carnegie, A. (1889). Wealth. *North American Review*, 148(391), 653-665.

Rose, C. (2013, November 17). The Giving Pledge: A new club for billionaires. *60 MINUTES*. Retrieved from <http://www.cbsnews.com/news/the-giving-pledge-a-new-club-for-billionaires/>

Week 6 Readings: The Future of Corporate Social Responsibility in Chicago (and Beyond)

James, R., Goodpaster, K. E., & Rodbourne, D. H. (2015). Corporate social responsibility in America: Two centuries of evolution. In J. G. Taft (Ed.), *A force for good: How enlightened finance can restore faith in capitalism* (pp. 6-17). New York: Palgrave Macmillan.

Week 7 Readings:

- No class this week. Prepare final papers that are due by the start of class on Nov. 3.

Week 8 Readings:

- Final class. Final papers due at start of class. Reflect on quarter. Class pizza party and pot luck.

Note: All 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. Class discussion is part of your attendance/participation grade.