Chicago: Growth of a Metropolis
Class Meets: Mondays and Wednesdays 4.15-5.30 pm
Classroom: Mundelein 520

Instructor: Alma Begicevic
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Assistant: Joanna Cappuccilli
Email: Chicagocenter@luc.edu
Coffey Hall 416
Office Hours: Monday 9-10 am
@Per appointment

This course is a foundational course in the social sciences. It explores the effects of globalization on everyday life in the United States and elsewhere, using the basic perspectives and methodologies of sociology. The course is Foundational Societal Knowledge, tier one course.

FACULTY VALUES STATEMENT
As scholars and teachers, the faculty in the Department of Sociology at Loyola University Chicago share in the mission of the University, with its paramount focus on human dignity, as articulated in Plan 2020 (http://www.luc.edu/strategicplanning/plan2020). We reaffirm our commitment to social justice, diversity, inclusion, scientific inquiry, and academic freedom. We reject bigotry and discrimination based on race, ethnicity, religion, gender identity, sexuality, disability, political orientation, and documentation status. We stand in solidarity with and will actively support students and colleagues who face such discrimination. We hold strongly to the principle that scientific examination of systematically collected empirical evidence, in conjunction with sociological concepts and theoretical frameworks, is irreplaceable for reasoned discussion of the problems and solutions facing society. This discussion must be open and mutually respectful of diverse perspectives. We also support and advocate for the analysis of the complex interplay between individuals and society that structures inequalities, constraints, and opportunities in life chances. Our purpose is to foster open and mutually respectful discussions that contribute to intellectual and moral leadership that advances a just society. Our determination in remaining wedded to these ideals through our scholarship, teaching, and service is unwavering.

COURSE DESCRIPTION...
Sociology is a social science discipline that attempts to understand, explain, and predict social life. In light of rise of globalized market economies and global cities, the discipline has broadened to include understanding of global norms, structures, relationships and processes and not only local societal and community processes or power structures within Nation-States.

This course will introduce students to the history and development of Chicago and its communities from the 1830’s to today. All students are expected to complete the core readings before each class. Classes will be mostly discussions consisting of short lectures and audio and video materials. The course requires no background in sociology. Students will independently and with class visit public places, neighborhoods and museums and meet residents of the city. They will read, speak, write and reflect about those experiences to learn from them in more depth.
By the end of this course, students will not only better appreciate and understand Chicago, but will also have improved their communication skills and strengthened commitment to justice in a contemporary American metropolis. It is my hope all students will leave this course better equipped to understand complexity of Chicago region, how people act, what they do and why.

**COURSE OBJECTIVES…**

The aim of this course is to enable you to see the world through the eyes of sociologists: you will learn the ways of thinking to understand the world around you and recognize that every day issues can become part of social science research.

This course is about exploring Chicago history, places, neighborhoods, people, and ideas that may be somewhat unfamiliar to you. Put on those walking shoes (dress appropriately, Chicago can be cold and windy) and open your eyes, ears, minds, and hearts as you explore, observe and write your field notes! This course emphasizes getting out and learning about life in Chicago through experience. However, experience alone does not ultimately lead to learning, but learning from experience requires synthesis of ideas, information, and reflection.

In addition to practically “doing things,” you will also read, discuss, and write reflection notes about those experiences to learn from. An important part of learning will come from listening to each other and exchanging ideas with the fellow students, as well as to me, to our texts, and to the city itself.

So do not be shy to speak. Exchanging ideas and thoughts is a part of your learning process. You will learn from each other and from your experience and I will guide you in the process. I am happy to meet with you outside of class to continue a discussion, help you work on a project, answer your questions, or advise you on other aspects of university life.

The expected outcome is that you will be able to demonstrate understanding of basic Chicago history shaping society today and how different forces and ideas affect your own society and culture.

I have divided the course into the following units central to sociological understanding of Chicago and its communities

- Approaching Chicago though sociological lenses
- Exploring and conceptualizing communities
- Making sense of Chicago

Each week will explore a particular issue and cover many variety of ways in which Chicago can be understood.

**SPECIFIC LEARNING OBJECTIVES OF THIS COURSE…**

The fundamental focus of sociology as social science is *social life*. You will learn the ways in which sociologists think and be able to situate your own experiences, ideas, and thoughts within ongoing processes of global change. You will also improve your overall skills as a student, to be able to think critically, identify problem and issues in wider, sociological context, write about critical issues succinctly, verbally articulate, and argue main points. The expected outcome is that you will be able to demonstrate understanding of yourselves as human beings
and understand how different forces and ideas affect your own society and culture. To help you do so, various pedagogical methodologies will be used: discussions, classroom demonstrations, home-investigative assignment, short observation field-notes, and field-notes in the form of diary.

READINGS. . .
Selected journal articles and videos that will be posted on Sakai each week. These journal articles and videos will be available to you via Loyola University Chicago electronic library resources using references provided to you, Kanopy, YouTube, Netflix, and Loyola University Chicago library. It is your responsibility to monitor Sakai for updates and additional supplementary reading materials and come to class prepared.

YOUR GRADE...
Grades are important indication of your academic performance. I have structured my class in appreciation of the fact that each of you has a diverse set of skills, experiences, and knowledge. Therefore, you will have many different opportunities to perform in my class, which will contribute to your overall course grade in a variety of ways. I insist that each of you keep in mind that I am trying to help each of you learn and improve but also be aware that learning is process in which everyone makes mistakes, and everyone has more to learn. Please consider mistakes as opportunities to learn, not as fatal personality flaws.

Grades, which you may perceive as high, are not justification to stop learning, and grades, which you perceive as low, are not assaults on your character. Instead, grades constitute only one of many ways in which I communicate to you what you are doing well, what you would have to improve upon, and how you can improve and learn for the future. That said, the following is a summary of the course requirements and the grading scales I will apply to them:

FIELDWORK...
The fieldwork assignments require some travel to various places in the city or suburbs. Students need to budget time for these assignments and are encouraged to do the fieldwork assignments with one or more classmates or in groups. It is often more fun to have company, and it is definitely safer. Each student is expected, however, to keep notes of what they personally observe and individually write up the fieldwork report. Students may not copy a classmate’s report or jointly author a report. Your submissions have to reflect your own work.

The fieldwork assignments include visiting a museum, taking public transportation, visiting a city neighborhood, experiencing city food, public arts and music. All these assignments should be completed in the daytime, and at no time should students take an unusual safety risk. If you feel an area is unsafe, please exercise common sense and leave immediately, or seek assistance from other people.

CLASS PARTICIPATION...
You are expected to participate in class discussions and read the required material. Your class participation will be graded based on not only your presence but also substantial contribution to the discussion.
COMMUNICATION
All registered students are automatically enrolled in this course and have access to Sakai site to access required material. I will post journal articles, chapters of the selected books, links to video and audio material and grades on the site. I will actively use Sakai email option to communicate with you about class participation activities. Should you experience any technical difficulties in accessing materials or viewing your grade, please let Joanna or me know.

CALCULATING YOUR GRADE…
Adding your scores on the assignment and locating your score on the scale that follows will establish the final grade:

<table>
<thead>
<tr>
<th>Total points</th>
<th>Letter grade</th>
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<tbody>
<tr>
<td>300-282</td>
<td>A</td>
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<tr>
<td>281-270</td>
<td>A-</td>
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<tr>
<td>269-261</td>
<td>B+</td>
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<td>260-252</td>
<td>B</td>
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<tr>
<td>251-240</td>
<td>B-</td>
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<tr>
<td>239-231</td>
<td>C+</td>
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<tr>
<td>230-222</td>
<td>C</td>
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<tr>
<td>221-210</td>
<td>C-</td>
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<td>209-204</td>
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<td>203-180</td>
<td>D</td>
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<td>179 and less</td>
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ASSIGNMENTS AND REQUIRED WORK

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Five fieldwork projects (2 pg. reflection papers; 20 points each), total 100 points</td>
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<tr>
<td>Two Reflection papers (3-5 pg. analytical paper; 40 points), total 80 points</td>
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<td>Thirteen class attendance 1 points each, total 13 points</td>
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<td>Field notes: Diary, total 17 points</td>
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<td>Class participation, maximum 10 points</td>
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<tr>
<td>Final Project/paper 80 points</td>
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<td>Total, maximum 300 points</td>
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For the fieldwork exercises, please refer to: (a) C. Wright Mills paper on sociological imagination as principles to guide you in field work, (b) instructions on how to do a non-participatory observation, (c) how to keep field notes and (d) assigned journal articles.

1. Chicago History
   History Museum: TBD (either a joint weekend trip with International Program or individual trip with the tickets on reserve. 2-page reflection paper. Topic: Sociology of Communities, Industrialization, Urbanization, Population movement, and size.

2. Chicago People

3. Chicago Immigration
Reflection papers are 5 pages long, based on the material assigned for that particular task:

1. Reflection paper 1: *Inequality, housing and Chicago Communities* 3-5pg. paper Due Oct 13 (week 5 material)
2. Reflection paper 2: *Chicago Education* 3-5pg. paper due Dec 15 (week 14 material)
3. Reflection Paper 3: *Chicago Global City?* 3-5 Final paper due Saturday Dec 16

As a reference to your assignments you can use all material assigned for the class available to you via Sakai. Please be mindful that you always must accurately cite the text you use to write your papers to avoid plagiarism. For instance:

According to C.Wright Mills (1959) writing is essential sociological tool for “developing self-reflective habits” and engaging in the “self-controlled experience.” (p.1) For the purposes of this study, I have kept notes during my field trip to Chicago History Museum. What I have observed is that…etc.…

**ACADEMIC INTEGRITY**
Loyola University Policy available in the Bulletin of Undergraduate Studies states that any student who has engaged in academic dishonesty such as cheating, plagiarism, presenting other people’s work as his or her own, or other violation of guidelines will be given grade “0” on that work. Such student could also receive a grade “F” in the course.

**PROFESSIONALISM**
For communication with me, please use professional language and write from your Loyola email address. Professionalism is expected from you at all times during this course, both in communication with your colleagues and with me. You may address me in class and email communication as Professor Begicevic or simply just Professor. You can direct your email queries to my work email address listed above: abegicevic@luc.edu.

**DEADLINES...**
Due dates for assigned home assignments are listed on the course calendar. Late papers will be deducted 5 points each day past due, including weekends. Paper more than one week past due will receive a zero grade. In exceptional circumstances, this rule may not apply. I reserve the right to make such exception. If you are unable to meet the deadline, it is best to speak to me before the due date and ask to make special arrangements.

**WELLBEING...**
Being a student can be stressful, so make sure you are balancing your academic life with good nutrition, enough sleep, social activities and physical training or recreation. There are many
ways to decompress when you feel exhausted and overwhelmed. One-way is to take a trip to nature (or sit by the lake), and another one is to practice mindfulness (being aware of present moment) and use mental relaxation exercises. You can seek counseling assistance at the University Campus. Different tools work for different people so use the opportunities to explore what works for you in order to relax at time of stress. Here are some links you may find helpful:

http://www.luc.edu/wellness/links/
http://www.counselling.cam.ac.uk/selfhelp/leaflets/mindfulness
https://www.youtube.com/watch?v=xeCXhXDkzpw
https://www.psychologytoday.com

CLASS RULES AND EXPECTATIONS

Attendance

- This class is designed to stimulate interactive learning processes and requires your active participation. You will learn independently, and from each other and classroom participation is essential to your grade. Unexcused absence and lack of preparation for class will influence your grade.

Preparation for the class

- This class requires that you read the assigned materials beforehand and come to class prepared for class discussions.

Assistance

- If you might need assistance with the course, please see me to assist you with course material. Be proactive. It is important not to wait last minute to discuss your performance in class.

In Class Communication

- Only one person at the time speaks in the class. If there are any urging questions to ask, please write them down and wait for your turn. If your questions are not immediately answered, I will make the best of my efforts to answer them as soon as that is possible.

Email Communication

- You can email me (abegicevic@luc.edu) in case you need to reach me.

Sakai site

- Class materials will be available online as reflected on the syllabus and in handouts. You are required to regularly monitor Sakai to ensure you have read correct material. Changes and updates are possible throughout the semester.

English as a Second Language

- Loyola University Chicago has writing center that provide services to students who require help with their written work. Please make an appointment at https://www.luc.edu/writing/aboutus/howtowritingcenter/

Ethics

- Behavior
  - Please make sure you arrive to class on time and maintain your presence throughout the duration of the class;
  - If you need to leave the classroom due to emergency, please leave discretely to minimize class disruption;
• If you do know in advance you will be leaving class due to certain commitments/responsibilities, please talk to me to be excused/or email me to have your absence excused. In that case, also make sure you sit near the exit so that your departure does not disturb lecture and other students.

• Electronic communication devices during the class
  o Do not use any electronic devices during the class unless you are told to use them for the class. I know that is hard. If you absolutely must get to your phone, due to emergency, do let me know and you can leave the classroom.
  o When electronic devices are required for, you can use your laptops or tablets

• Appeals
  o Keep all graded work for your records, until the final grade has been assigned. If you wish to appeal a grade to your assignment, you have a week time from the date when your graded assignment was issued to you. Please keep in mind that any e-evaluation might also result in lower grade than the original. There are no incomplete grades in this class.

• Exceptions to the rules
  Students with Disability:
    o Please let me know if you require any special accommodation.
    o Documents from the Service for Students with Disability (SSWD) are required to make an exception to the rules.

• Life happens:
  o In the event of unexpected life situations that might include illness, family emergencies or other extreme events that might cause you miss an assignment please see me before the deadline and discuss possible extension. Please note that such extension or special arrangement would be subject to my discretion.

KNOW YOUR RIGHTS…
The Loyola University Chicago campus provides a safe place to simulate learning processes. Be smart, educate your self, learn about your rights, and protect them. Respect the rights of others, as they are equal to yours:
http://www.luc.edu/hr/policies/policy_sexualharassment.shtml
http://www.luc.edu/osccr/resources/gender-basedmisconducttitleixservices/
**Week 1 | August 27, 29**

**Introduction and History of Chicago**

**Monday**
Introduction and overview of the course: Plan, Requirements and Expectations

**Wednesday**
The Sociological Imagination, Chapter One: The Promise C. Wright Mills (1959). Introduction to qualitative research. How to observe (Sakai)

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**Week 2 | September 3, 5**

**Emergence of the city**

**Monday | Labour Day | No class**

**Wednesday**
Robert G. Spinney, *City of Big Shoulders, Chapter 1: Chicagou becomes Chicago 1750-1835* (Sakai)

& *Chapter 2: Boom, Bust and Recovery in Early Chicago 1835-1850* (Sakai)

*Fieldtrip 1: independent work*
Visit to Chicago History Museum (tickets will be on reserve under your name)
2-page observation notes due Sept 12

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**Week 3 | Sept 10, 12**

**Neighborhoods, architecture, food and transportation**

**Monday**
History of Chicago and emergence of neighborhoods: *City of the Century: the Epic of Chicago and the making of America*. Chapter 5 “Empire City of the West”

**Contemporary meaning of Chicago neighborhood:** Video, Robert J. Sampson: Neighborhood Effects and the Contemporary City

**Wednesday**
Class trip: Edgewater neighborhood Sheridan Road and Moody Pub

*Fieldtrip 2: Independent use of public transportation to explore the city and its neighborhoods*

a. Red Line (Last stop Cermak)
b. Blue Line (Last stop Addison)
c. Brown Line
d. Pink Line (last stop Damen)
e. Purple Line

Method: Non-Participatory Observation, Field notes (optional photos)
2-page observation notes due Sept 19
Week 4 | Sept 17, 19
Chicago History, Space and Housing

Monday
Introduction to Chicago history and struggle for fair housing:
Video material: http://billmoyers.com/2014/05/28/ta-nehisi-coates-on-how-we-created-the-ghetto/

Wednesday
Video material: https://www.kanopystreaming.com/product/70-acres-chicago-cabrini-green

Reflection Paper 1: Chicago history and social inequality
Additional video material: https://interactive.wttw.com/a/dusable-to-obama-watch-video
Chicago history immigration, race, housing and inequality
3-5-page analytical paper synthesizing literature, observations and reflections due Sept 26

Week 5 | September 24, 26
History, Organizations and Politics

Monday
Introduction to Chicago development in the 1990s and plans for 21st century
Charles S. Suchar: The physical transformation of Metropolitan Chicago (Sakai).

Wednesday
Larry Bennett, Chicago’s New Politics of Growth (Sakai)

Week 6 | October 1, 3
Food and Culture

Monday
Claude Fischler, Food Self and Identity. Anthropology of Food. Sage

Wednesday
Class fieldtrip

Fieldtrip 3: Immigration, Food and Culture
Two-page observation notes due October 8

Week 7 | October 8, 10
Power and Elites

Monday | Mid-Semester Break | No class

Wednesday
Chicago beautification and emergence of city elites (segment) PBS documentary Part 3
- Robert J. Sampson, Great American City: Chicago and the Enduring Neighborhood Effect, Chapter 14. Chicago Leadership and the Higher-Order Structure of Elite (Sakai)
Class discussion and reflections

### Week 8 | October 15, 17

**Education system**

**Monday**

**Wednesday**
Student presentations on education system in their home countries.

**Reflection paper 2: History, Race and Public access to Education**
Three to five pages paper integrating literature, observations and reflections due Oct 24

### Week 9 | October 22, 24

**Immigration, Communities, Race and Neighborhoods**

**Monday**
Mary Patillo: Black Picket Fences: Privilege and Peril Among the Black Middle Class (Sakai)

**Wednesday**
Class fieldtrip

**Field trip 4: (Class will be divided into two groups)**
- Devon Ave
- Rogers Park

### Week 10 | October 29, 31

**Chicago Public Art**

**Monday**
Nuzia Borrelli and Kathleen M. Adams: Analysing Pilsen Mexican Neighbourhood in Chicago through the lens of competitiveness and social cohesion.

**Wednesday**
Class fieldtrip: Visit to Pilsen Art center

*Turn in your field-note diaries.

### Week 11 | November 5, 7

**History of Chicago music: Chicago Blues and Jazz**

**Monday**
Wednesday  
Class Fieldtrip Organized Guided Tour: Jazz, Blues & Beyond Step-On Guided Bus Tour  

(Class Trip) Fieldwork 5  
Great Migration and Chicago Blues and Jazz  
A two-page observation notes due Nov. 14  

Week 12 | November 12, 14  
Monday  
Robert J Sampson, Chapter 15 Neighborhood Effects and a Theory of Context  
David Moberg, Economic Restructuring: Chicago’s Precarious Balance (in The new Chicago: a social and cultural analysis by John P. Koval)  

Wednesday  
Summary, reflections, final preparations, student presentations  

Week 13 | November 19, 21  
Monday  
Independent work: video projects and interviews, recording and editing.  
Required reference material:  
The Chicago Council on Global Affairs: Chicago’s Global Strategy report June 2017 (Sakai)  

Wednesday  
No Class  

Week 14 | Final examination | Monday | December 10 | 4: 15  
Student presentations and reflections: Is Chicago a Global City?