

**Chicago Field Studies**  
CFS 391 Field Studies in Social Justice  
Winter 2020, Wednesdays 6:00pm-9:00pm  
Scott Hall 107 (Burdick Room)

**Instructor:**

Kumar Ramanathan  
[kumar.ramanathan@u.northwestern.edu](mailto:kumar.ramanathan@u.northwestern.edu)  
Scott Hall 215

**Course description**

Social justice is generally defined as the pursuit of just and equal access to resources, privileges, and social status. Conversely, social justice is the process of enacting change to address persistent social inequalities. In this course, we will examine a number of contemporary issues through a social justice lens, and investigate how different modes of action can be employed to address social inequalities. The first half of the course considers several contemporary social justice issues in the Chicago area. We will likely consider the issues of segregation, gentrification and urban development, police violence, and public school funding (these are subject to change depending on student interest and scheduling concerns). For each issue, we will discuss recent policies, conflicts, or controversies and place them in historical context. In doing so, we will practice assessing the power relations and social inequalities embedded in each issue. During the second half of the course, we will learn about different forms of collective action that seek to enact structural social change. Specifically, we will consider the capacities of non-profit and advocacy organizations, community organizing, movement politics, and electoral politics to address social inequalities, and the relationships and trade-offs between these approaches. Together, the course readings, discussions, and assignments are designed to help students develop the capacity to analyze social inequalities and critically consider approaches to taking action to address them.

*This course will count one credit toward Weinberg Distribution Requirement for Area III: Social and Behavioral Sciences.*

**Learning objectives**

1. Recognize and describe some key features of social inequality in the Chicago area
2. Analyze power relations and forms of inequality embedded within particular social issues
3. Identify different modes of action for social change, and consider the differences and interrelations between these modes
4. Practice conducting research to develop a deeper understanding of one social justice issue and possible strategies for action, given the student's personal or career goals

## Assessments

	1 credit	2 credits	3 credits	4 credits
Attendance and participation	30%	25%	20%	20%
Reading and discussion posts	35%	25%	25%	25%
Internship reflection (due week 4)	--	20%	10%	10%
Presentation (due weeks 6-9)	--	--	20%	20%
Final project (due during finals)	35%	30%	25%	25%

### *Attendance and participation (everyone)*

- **Come to class every week, and get to class on time.** Given that this is a small, seminar-style course, attendance is crucial and forms a large part of your grade. If you need to miss class or expect to arrive late, you need to make a request and let me know the reason ahead of time.
- Attend mandatory **one-on-one meetings** during week 2 and week 5. The former meeting will be a chance for me to learn about you, and the latter is a check-in on your progress and your plan for the final project. You are, of course, welcome to meet with me more frequently if you wish.
- **Participate during class.** Your participation grade will not depend on how frequently you speak, but rather on the extent of your engagement with your classmates.
- **Bring readings and/or reading notes to class.** I encourage you to bring printed copies, but laptops or tablets are fine, as long as you're not distracting yourself or others. *Reading from a phone in class is not allowed.*
- I will grade your participation periodically using a rubric available on Canvas. The grades are cumulative, meaning you can improve your grade over time.

### *Readings and discussion posts (everyone)*

- Complete the **course readings**, which will all be posted on Canvas. Each week's readings will come with a set of guidelines that you should review before you begin reading. I recommend that you take brief notes on each reading summarizing its main points and your main reflections on it, as this will enable you to engage more thoroughly during class discussion.
- Respond to **discussion post prompts** on Canvas by 9am on Wednesday (except week 1). These prompts will ask you to reflect on the readings and raise questions or themes for our discussion.
- I will grade your posts for evidence of critical thinking, active reflection, creative questioning, engagement with course material and others' comments, clear writing, and, generally, the ability to follow directions. Your lowest grade will be dropped.

### *Internship reflection (2-4 credits only)*

- Write a reflection on your internship experience so far, 2 to 4 pages in length (double-spaced). Discuss (1) what you expected from this internship and how your experience has matched or varied from those expectations; (2) what kinds of social inequalities or issues you have observed or encountered in your work; and (3) what you hope to learn during the rest of your internship.
- A prompt and a rubric for this assignment will be posted on Canvas.

### *Presentation project (3-4 credits only)*

- Prepare a presentation, 10 to 15 minutes in length, about a recent or ongoing social justice effort in the Chicago area. Explain the issue being addressed, who is addressing it, and what modes of action they are using. Be prepared to answer questions from your classmates.
- Examples: the 2019 Chicago teachers' strike and its "social equity" goals; the 2016 #ByeAnita campaign to remove Cook County State's Attorney Anita Alvarez from office; local neighborhood efforts to create more affordable housing.
- You may choose to focus on a particular campaign, or profile an organization/movement more broadly. If you wish to present about something not Chicago-focused, clear it with me first.
- A prompt and a rubric for this assignment will be posted on Canvas.

### *Final project (everyone)*

- You have **three options** for this final project:
  1. *Model research and action that you envision doing in a workplace.* This could be a design for a campaign, research about an issue as part of a community organizing strategy, a piece of journalistic reporting about social justice work, etc. It could be based on your current workplace, or a kind of workplace where you would like to be in the future. This option could take the form of a paper, but it could also take other forms (e.g. a report, a memo, etc.)
  2. *Critical reflection of how you might pursue collective action to address a social justice issue.* What issue would you address, and in what context? What mode of collective action would you pursue, and how? This option should take the form of a 10 to 12-page paper.
  3. *Create your own project.* If you have alternative ideas to the above two, feel free to discuss them with me and we can design a different project format. You can be creative: this could be a podcast, a zine, a Wikipedia article, etc. The core requirement is that the final must address some social issue(s) and engage with some mode(s) of action. I am happy to help you create a final project option that is related to some work that you are doing at your internship, but it will have to include sufficient components that involve critical reflection about the work and engagement with the course materials.
- I will explain the final project options in more detail and offer some examples during class in week 4. You will need to choose one of these options during our week 5 one-on-one meeting. By week 7, you need to submit a **final project plan** which (1) describes the topic and structure of the project; (2) describes the kind of research you think you will have to do; and (3) provides a list of attributes you think the project needs to receive an A.<sup>1</sup>
- Since the structure of the final project will look different for each student, there is no single rubric. Along with the feedback on your plan, I will provide some guidance on what you should include, tailored to the form that your final project will take. Plan to spend about **15-20 hours** in total on this project (from when you select your topic through completion).

### Course policies

#### General policies

- I am deeply committed to the effort to create spaces where all members of our community feel comfortable sharing their thoughts, as well as challenged to consider other perspectives and

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<sup>1</sup> Credit to Dr. Eve Ewing for this idea: <https://twitter.com/eveewing/status/1212873068248469507>

experiences. I ask each of you to participate actively and respectfully in this effort. In class we will create conduct guidelines for our little **academic community** this quarter.

- Any student requesting accommodations related to a disability or other condition is required to register with **AccessibleNU** ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

#### Assessment policies

- A few notes on **plagiarism and academic integrity**: 1) While your assignments can be inspired by work that you have done for other classes, you must submit original work for this class. 2) Northwestern defines plagiarism as “submitting material that in part or whole is not entirely one’s own work without attributing those same portions to their correct source” (“Principles of Academic Integrity”). See the Weinberg handbook for more information. Cite information in any presentations you create, as well as in papers.
- **Late assignments** will lose points at my discretion—typically a letter grade a day if I have not heard from you and made arrangements about a late submission in advance (A to A-...).
- A note on **pre-submission feedback on assignments**: For written work, I do not review full drafts, but welcome you to send me outlines and/or troublesome sections of your writing, which we can discuss in an in-person or remote meeting. I find that this is often a more helpful stage for feedback and encourages students to check in about assignments earlier. If you feel that you need more general help with writing, I recommend making an appointment at the Writing Place.

#### CFS policies

- An **internship is required for enrollment in any CFS course**. Therefore, in addition to the academic components listed above, your grade is dependent on completion of your internship. Quitting, getting fired, or failing to complete the internship hours appropriate to your credit enrollment could affect your final grade.
- Toward the end of the quarter, please keep an eye out for an **Evaluation Survey** from CFS, and be sure to complete it on time. *These surveys do not go to your internship. Instructors see only the course section and only after final grades have been submitted in Caesar.* The course section of the survey is designed to complement but not replace CTECs.

## Course schedule

Readings for the first few weeks are included below. The remainder of the readings will be assigned during the course, adapted to student interest. The homepage of the Canvas site shows you modules for each week. In addition to the readings, each module includes a set of **guidelines** that go over what is assigned and some key things to which you should pay attention. I will post an updated syllabus with all the readings, if you would like one for your records, at the end of the course.

### Week 1: Introduction

- Bell, Lee Anne. “Theoretical Foundations for Social Justice.” In *Readings for Diversity and Social Justice*, edited by Maurianne Adams et al., 4th edition. Routledge, 2018.

## **Part I: Understanding and analyzing issues**

### Week 2: Segregation

- University of Virginia Weldon Cooper Center for Public Service, “The Racial Dot Map.” <https://demographics.virginia.edu/DotMap/>.
- Trounstine, Jessica. “Prologue” and “Introduction” (pp 1-13). In *Segregation by Design: Local Politics and Inequality in American Cities*. Cambridge University Press, 2018.
- Choose one:
  - Coates, Ta-Nehisi. Sections I, II, VI, and VI [“The Case for Reparations.”](#) *The Atlantic*, June 2014.
  - Lopez, Mark. [Segregated By Design \(based on Richard Rothstein’s The Color of Law\)](#). Short film, 2019.
- Nagasawa, Katherine. [“What Happened to Chicago’s Japanese Neighborhood?”](#) WBEZ, August 13, 2017.
- Barr, Mary. “Segregation without Segregationists: How a White Community Avoided Integration.” In *The Strange Careers of the Jim Crow North: Segregation and Struggle Outside of the South*, edited by Brian Purnell and Jeanne Theoharis. New York: NYU Press, 2019.
- Krysan, Maria. [“How to Address Segregation in Chicago.”](#) Policy Brief. Scholars Strategy Network, October 26, 2018.

### Week 3: Urban development and gentrification

- “Beverly,” “Pilsen,” and “Uptown.” In *The Chicago Neighborhood Guidebook*, edited by Martha Bayne. Belt Publishing, 2019.
- Howard, Tanner. [“A Template for Displacement Narratives: On Daniel Kay Hertz’s ‘The Battle of Lincoln Park.’”](#) *Cleveland Review of Books*, October 16, 2018.
- Schneider, Benjamin. [“CityLab University: Zoning Codes.”](#) *CityLab*, August 6, 2019.
- Read this blog post and **pick 1-2 of the linked articles to read**: Institute for Housing Studies at DePaul University. [“Mapping Stories of Neighborhood Change.”](#) September 19, 2019.
- **Optional**: Chase, Johnny, and Danny Ecker. [“How City Power Players Diverted Millions in Blight-Fighting TIF Cash to Navy Pier.”](#) *Crain’s Chicago Business*, July 21, 2017.

#### Week 4: Racial violence and policing

- Pupovac, Jessica. [“Chicago’s Red Summer.”](#) *WBEZ*, July 21, 2019.
- Lind, Dara. [“The Ugly History of Racist Policing in America \(interview with Heather Ann Thompson\).”](#) *Vox*, August 19, 2014.
- Bittle, Jake, Olivia Stovicek, and Kylie Zane. [“In the Report.”](#) *South Side Weekly*, January 17, 2017.
- Moore, Natalie Y. [“How Chicago’s Survivors of Police Torture Won Reparations.”](#) *The Marshall Project*, October 30, 2018.
- MacArthur Foundation. [“‘Radical Inclusion’ to Combat Racial Injustice \(profile of BYP 100\).”](#) *Grantee Stories* (blog), July 18, 2019.
- Bellware, Kim. [“Are Changing Ward Lines a Source of Chicago’s Violence?”](#) *Chicago Magazine*, April 12, 2018.

#### Week 5: Public education

- Basic glossary of Chicago Public Schools terms (available on Canvas).
- Ewing, Eve. [“What Led Chicago to Shutter Dozens of Majority-Black Schools?”](#) *The Guardian*, December 6, 2018.
- Taylor, Jeanette. [“Why I’m Hunger Striking for Dyett High School.”](#) *The Chicago Reporter*, August 24, 2015.
- Campbell, Alexia Fernández. [“The 11-Day Teachers Strike in Chicago Paid Off.”](#) *Vox*, November 1, 2019.
- Center for Illinois Politics. [“Illinois School Funding, a Prime Time Primer.”](#) *Center for Illinois Politics* (blog). November 3, 2019.
- Perez Jr, Juan. [“90% of U.S. School Boards Are Picked by Voters, but Not in Chicago. Here’s Why That Could Change.”](#) *The Chicago Tribune*, April 19, 2019.

### **Part II: Exploring modes of action**

#### Week 6: Advocacy organizations and the dynamics of nonprofits

- Make sure to review the definitions of key terms included in the guidelines.
- Strolovitch, Dara Z., and M. David Forrest. [“Social and Economic Justice Movements and Organizations.”](#) In *The Oxford Handbook of American Political Parties and Interest Groups*, edited by L. Sandy Maisel, Jeffrey M. Berry, and George C. Edwards III, 2010.
- Strolovitch, Dara Z. [“Can Advocacy Groups Speak for the Most Disadvantaged?”](#) Policy Brief. Scholars Strategy Network, May 1, 2012.
- Skocpol, Theda. [“Associations Without Members.”](#) *The American Prospect*, December 19, 2001.
- Han, Hahrie. [“How Do Effective Associations Spur Citizen Engagement?”](#) Policy Brief. Scholars Strategy Network, January 1, 2013.
- Lynn, Elizabeth, and Susan Wisely. “Four Traditions of Philanthropy.” In *The Civically Engaged Reader: A Diverse Collection of Short Provocative Readings on Civic Activity*, edited by Adam Davis and Elizabeth Lynn, 210–217, 2006.

### Week 7: Community organizing and community development

- Ganz, Marshall. “What Is Organizing.” *Social Policy*, Fall 2002.
- Hamington, Maurice. “Community Organizing: Alinsky and Addams.” In *Feminist Interpretations of Jane Addams*, edited by Maurice Hamington, 255–74, 2010.
- MacArthur Foundation. [“Fighting Foreclosures and Building Community \(profile of Southwest Organizing Project\).”](#) *Grantee Stories* (blog), October 19, 2016.
- Loomis, Erik. “The Eight-Hour Day Strikes (Chicago, 1886).” In *A History of America in Ten Strikes*. New York: The New Press, 2018.
- Haines, Anna. “Asset-Based Community Development.” In *An Introduction to Community Development*, edited by Rhonda Phillips and Robert Pittman, 38:48, 2014.
- MacArthur Foundation. [“There Grows the Neighborhood \(profile of Sweet Water Foundation\).”](#) *Grantee Stories* (blog), October 9, 2018.

### Week 8: Electoral politics

- Dukmasova, Maya. [“Chicago Inside Out.”](#) *Places Journal*, October 2018.
- Daniels, Matt. [“The Kim Foxx Effect: How Prosecutions Have Changed in Cook County.”](#) *The Marshall Project*, October 24, 2019.
- Patel, Amisha, and Emma Tai. [“Progressives Have a Game Plan for Replacing the Chicago Machine.”](#) *In These Times*, April 4, 2018.
- Tanzman, Will. [“How a Group of Unapologetic Progressives Scored Big Wins in Chicago’s Elections.”](#) *The Nation*, April 5, 2019.
- Post, Margaret A. [“Why Some Politically Active 501\(c\)\(4\) Organizations Are More Effective Than Others.”](#) Policy Brief. Scholars Strategy Network, 2019.
- Andrews, Kenneth T., Hahrie Han, Alexander Hertel-Fernandez, Lara Putnam, Daniel Schlozman, Theda Skocpol, Vanessa Williamson, Sarah James, Caroline Tervo, and Michael Zoorob. [“How to Revitalize America’s Local Political Parties.”](#) Policy Brief. Scholars Strategy Network, 2019.

### Week 9: Social movements and coalitions

- Doussard, Marc, and Jacob Lesniewski. 2017. [“Fortune Favors the Organized: How Chicago Activists Won Equity Goals under Austerity.”](#) *Journal of Urban Affairs* 39 (5): 618–34.
- Han, Hahrie. [“When Does Activism Become Powerful?”](#) *New York Times*, December 16, 2019.
- Ganz, Marshall, and Liz McKenna. [“The Practice of Social Movement Leadership.”](#) *Mobilizing Ideas* (blog), June 2017.
- Choose two:
  - Esparza, Julia. [“Illinois Is Officially a ‘Sanctuary State’ for Immigrants.”](#) *Chicago Tribune*, August 28, 2017.
  - Lane, April. [“Know Your Movements: The #EraseTheDatabase Campaign.”](#) *South Side Weekly*, October 16, 2018.
  - Lazare, Sarah. 2018. [“Mariame Kaba: Social Movements Brought Down Rahm—Now They Can Transform Chicago.”](#) *In These Times*, September 10, 2018.
- Moore, Natalie. [“From Mayor To Movements: Black Women In Chicago Are In Command.”](#) *WBEZ*, March 26, 2019.

**A weekly checklist**

	<b>Attendance + participation</b>	<b>Readings + Canvas posts</b>	<b>Internship reflection</b>	<b>Presentation</b>	<b>Final option</b>
	<i>All students</i>	<i>All students</i>	<i>2-4 credit students only</i>	<i>3-4 credit students only</i>	<i>All students</i>
<b>Week 1 (Mon 1/6 to Wed 1/8)</b>	Remember to attend CFS orientation				
<b>Week 2 (Thu 1/9 to Wed 1/15)</b>	Mandatory one-on-one meeting	Do readings + Post on Canvas			
<b>Week 3 (Thu 1/16 to Wed 1/22)</b>		Do readings + Post on Canvas	Work on a draft		
<b>Week 4 (Thu 1/23 to Wed 1/29)</b>		Do readings + Post on Canvas	Complete and submit	Choose presentation date	
<b>Week 5 (Thu 1/30 to Wed 2/5)</b>	Mandatory one-on-one meeting	Do readings + Post on Canvas		Work on presentation, check in with instructor	Select a final project option
<b>Week 6 (Thu 2/6 to Wed 2/12)</b>		Do readings + Post on Canvas		Present during class on selected date	Submit your final project plan, clear up any uncertainties with instructor
<b>Week 7 (Thu 2/13 to Wed 2/19)</b>		Do readings + Post on Canvas			Begin drafting
<b>Week 8 (Thu 2/20 to Wed 2/26)</b>		Do readings + Post on Canvas			Continue work, check in with instructor as needed
<b>Week 9 (Thu 2/27 to Wed 3/4)</b>		Do readings + Post on Canvas			
<b>Reading period</b>					
<b>Finals</b>					Complete and submit