

DEPAUL UNIVERSITY
SCHOOL FOR NEW LEARNING
HC 325 CITY HALLS, MALLS AND THE MEDIA

FALL QUARTER 2009

I. General Information

Instructor: Mark Enenbach
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Meeting time: Thursdays from 6:30 p.m. to 9:30 p.m.

Field trips to both a suburban and a Chicago City Council meeting will be scheduled at dates and times to be determined by the class in lieu of class time scheduled. Students unable to attend a field trip will be allowed to make individual arrangements with the instructor.

Location: Oak Forest Campus

Credit: Four quarter hours

II. Course Description and Faculty Biographical Sketch

Decisions are made about the communities in which we live and work on a daily basis. Understanding how these decisions are made can empower citizens to make a difference in their everyday lives. This course will analyze the relationships among government, the media and the business community in the decision making process. First hand information will be provided through interaction with elected officials in visits to Chicago and suburban council meetings.

Mark Enenbach is in his 22nd year as a member of the SNL visiting faculty. He is a former faculty member of Governors' State University and has held numerous administrative and planning positions with the City of Chicago. Currently, he is Vice President and Chief Operating Officer for The Community and Economic Development Association. He received his M.A. from Loyola University.

III. Competencies:

H-1-C Can explain the emergence, maintenance, and/or evolutions of an economic or political system in the Chicago metropolitan area.

This competence will comparatively analyze the economic and political structures of municipalities and communities in the Chicago area. Demographic data and election results will be reviewed.

H-2-C Can identify an organizational problem and design a plan for change based on an understanding of social science theories or models.

This competence will focus on designing a plan to solve an organizational problem based upon an analysis of proposed or existing theories or models.

S-3-X Understands the importance of technology in the development of metropolitan areas.

This competence will analyze technological change which is likely to impact upon a variety of metropolitan systems. The change may be specific (i.e. robotics, personal vehicle traffic pattern computers, etc.) or general (i.e. high tech industry moving en masse into a particular area and the impact of such change).

H-4 Can analyze power relations among racial, social, cultural or economic groups in the United States.

This competence will examine the influence of various groups upon the decision making process.

IV. Learning Experience

Through a combination of readings, lecture-discussions, films, field trips and independent research students will develop a comparative understanding of the interaction of systems in metropolitan areas. Students will be made aware of the economic and political structures of neighborhoods, cities, and suburban areas. The impact of mass media and the importance of technological change upon these communities will be evaluated.

The learning methodology will provide core background information through video presentations, group discussions and selected readings. The actual implementation of systems and theories learned will then be viewed by field trips to both Chicago and suburban city council meetings.

Learning Strategies:

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|-----------------------|-------------------------|
| A) Readings | D) Audio-visual aids |
| B) Lecture-discussion | E) Field trips |
| C) Guest panelists | F) Independent research |

Required Readings:

- A) The Key to Government in Chicago and Suburban Cook County edited by Alfred Saucedo. Published by The Citizens Information Service of Illinois, Chicago, 2001.
- B) Mass Media and American Politics by Doris A. Graber. Published by the Congressional Quarterly Press, Washington, D.C., 1996.
- C) Duplicated materials to be provided by the instructor.

Attendance and Participation:

Students are encouraged to make every effort to attend classroom sessions. Participation in lecture-discussions is a necessary part of having a fulfilling learning experience. In the event that students are unable to attend a classroom session it is recommended that they borrow notes from another student.

Students will be given a wide range of options for fulfilling their competencies including independent research papers, oral presentations in class or by DVD, video or audio format, or an optional take home essay examination. The instructor will discuss various research methodologies and strategies with the students on an individualized basis in order to assist in the completion of selected methods of demonstrating competence.

V. Outcomes

By the conclusion of the course students should have achieved the following goals:

- 1) A basic understanding of the interrelationships among governing bodies, the media, and the business community.
- 2) Knowledge of the form and operation of the wide variety of governmental units that are a part of the metropolitan system.
- 3) The ability to compare and contrast differing micro-societies that exist in urban areas.
- 4) An understanding of the role of the media in shaping public opinion and influencing the metropolitan decision-making process.
- 5) An awareness of the impact of technology upon the framework of the metropolitan area.

VI. Evidence the Students Will Submit

Students registered for particular competencies will be evaluated on projects submitted to the instructor. Competence may be demonstrated by written or oral presentation. Oral projects may be in audio or video form or as presentations to the class. Students registered for two competencies may, in some cases, complete an expanded project, which addresses both competencies. Students may also select the option of completing a final essay examination to demonstrate competence.

All students will be required to submit a competence proposal at the second class session. Competence proposals will be reviewed by the instructor for pertinence to the competence or competencies addressed. The instructor will offer suggested research methodologies, strategies and resources to the student.

The suggested length for term papers is seven to ten pages for one competence and fourteen to twenty pages for two competencies. All term papers must include footnotes and a bibliography, including at least four sources per competence.

Oral presentations should be seven to ten minutes in length for one competence and fourteen to twenty minutes for two competencies. Students making oral presentations must submit a one page outline of their presentation and a bibliography including at least four sources per competence.

This course will adhere to the principles of academic integrity outlined in DePaul University's Student Handbook.

The DePaul Student Handbook clearly defines plagiarism. Plagiarism will not be accepted and will result in a failure of the assignment or possibly the course. If you need assistance in knowing how to cite a source, please ask for assistance.

VII. Criteria for Assessment

Assessment will focus on the achievement of outcome measures that are designed to meet the learning goals of the student. Student evaluation will embody the qualities of clarity, integrity, flexibility and empathy. The multiplicity of learning experiences offered in the class affords the opportunity to measure progress through the assimilation of a variety of assessment sources. Among these will be:

- A) Informed participation in both class and group discussions
- B) Independent projects, or
- C) An essay review

As indicated previously, students will be given the opportunity to prepare their own competence proposals, which will be reviewed with the instructor. These proposals will provide students with a framework from which to assess their progress throughout the course.

Grading will be on the standard A, B, C, D, F format. Unfinished work or work requiring revision will be given an Incomplete (IN) grade.

VIII. Class Schedule

September 10	Class Introduction
September 17	Part One - The Urban Panorama Part Two – Municipal Law and Governmental Structure Part Three – Competence Proposal Review Readings: <u>The Key to Government in Chicago and Cook County</u> , Chapters 1 and 3
September 24	Municipal Law and Government Structure (Parts Two and Three) Readings: <u>The Key to Government in Chicago and Cook County</u> , Chapters 4 and 5

October 1	Part One – Mass Media and Society Readings: <u>Mass Media and American Politics</u> , Chapters 1, 5 and 6 Part Two - The Media and Elections Video: <i>The 30 Second President</i>
October 8	No class. Time designated for field trip on alternate date to be determined.
October 15	Politics, Privacy, and the Press Readings: <u>Mass Media and American Politics</u> , Chapters 2, 3 and 4
October 22	No class. Class time designated for field trip on alternate date to be determined
October 29	No class. Class time designated for field trip on alternate date to be determined
November 5	Technology and the Urban Landscape
November 12	Discussion Sessions A) Systems in Partnership B) Systems at Odds
November 17	Class Presentations

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alternation or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.