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Faculty Designed Independent Study (FDIS)
Credit: 2 Quarter Hours

(ONCE YOU ENROLL, Please Contact Craig Sautter to discuss and negotiate exactly what you will do this quarter to fulfill the particular competence you are seeking. Not all students will complete all of the below tasks.)

Course Description

“Chicago Politics, it ain’t bean bag,” famously quipped Mr. Dooley, the popular, fictional Archer Road barroom philosopher created by 19th century Chicago newspaperman and satirist Finley Peter Dunne (the Mike Royko of his day). Mr. Dooley’s characterization was also a favorite quote often cited by Mayor Harold Washington during the contentious 1980s “Council War” years, when national journalists called Chicago “Beirut by the Lake.”

Forget the Cubs. Forget the Sox. Forget the Bears, the Bulls, the Blackhawks. Politics is Chicago’s number one spectator sport. That’s because politics in Chicago touches almost every aspect of city life from trash collection and parking to social services, taxes and cultural festivals. Chicago’s politicians are often flamboyant and entertaining, although sometimes corruptible figures. (Since 1972, more than 28 aldermen have gone to prison.) Chicago politicians both delight and enrage voters and are constant “front-page” news.

This Faculty Designed Independent Study (FDIS) will allow SNL students to explore Chicago’s political institutions: City Hall, the city’s system of 50 wards, its current aldermen and women, its city council, its mayor, its elections, hot issues, and its raucous history of scandals and reform movements. Additionally, students will examine contemporary political/social issues which come before the current Mayor and City Council during the Quarter.

Students also will explore the history and exploits of some of Chicago’s most memorable mayors and political “bosses” from Long John Wentworth, who guided the city during
the civil war; Carter Harrison I, who presided over the 1893 Columbian Exposition; Big Bill Thompson, who encouraged and protected bootleggers; Anton Cermak who stood as a “reformer” against the mob, only to be assassinated; Ed Kelly who rebuilt the Democrat “machine” during the 1930s Depression and 1940s War Years, and built the subway; “Boss,” Richard J. Daley, who directed Chicago’s post-war building and highway boom that made Chicago into a national urban “model” and a target; Jane Byrne, the city’s first and only female mayor, who beat the “machine” of which she was once a prominent member; Harold Washington, Chicago’s first African-American mayor, who brought a sense of racial justice to the city after decades of discrimination; Richard M. Daley, whose public works and “education reform” agenda elevated Chicago to “world-class” city status; to Chicago’s newest mayor, Rahm Emanuel, a former Chicago Congressman and President Obama’s former chief-of-staff, elected in the Spring of 2011 during tough economic times.

Students also will become acquainted with city lore about some of the most famous aldermen, including “Hinky Dink” Kenna and “Bathhouse” John Coughlin, “Lords of the Levee,” the dens of immorality that dominated the old 1st Ward (where SNL is located today), as well as the current office holders. Add to their stories, those of national leaders such as President Abraham Lincoln, nominated in Chicago’s legendary “Wigwam” along the Chicago River in May of 1860 and Barack Obama, who started politically as a state senator from Chicago’s Hyde Park and South Side, and celebrated his historic presidential election in Grant Park before a worldwide audience in November 2008. Plus students will hear about some of the other 24 presidential conventions of both parties held in Chicago that influenced national politics.

L-3 students will directly engage themselves in an activity of Civic Engagement (See below).

**Competences**

L-3 Can assess the social and personal value of civic engagement for achieving change.

A-3-X Can examine the ethical and governance issues involved in Chicago’s political history.

H-1-C Can explain the emergence, maintenance or evolution of an economic or political institution.

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

**Learning Experience**

Upon successful completion of this course, students should have:
1. An overview and appreciation of Chicago’s political history and its major actors from its origins to the present, and the achievements and shortcomings of Chicago political institutions and politicians;

2. An appreciation and understanding of diverse social and political problems confronting a great metropolis like Chicago;

3. An ability to engage, analyze and evaluate solutions of social and political problems;

4. An ability to talk and act on political and social issues;

5. Demonstrated relevant competences.

**Learning Strategies**

**You will design your own FDIS using the following modules or combinations thereof, in consultation with the Instructor:**

**All Students, no matter your competence, will read** *Boss, Richard J. Daley of Chicago* by famed Chicago journalist Mike Royko. Start by reading a Wikipedia entry about Mike Royko. Pace yourself so you will have time to write a final book review, due on Week 10, when you will hand in a formal 7/8 page book review of *Boss*, organized around a thesis about the mayor or a theme related to the book and your intended major. (A book review doesn’t tell everything in a book. It introduces the basics about the book and then takes up a couple of themes, and evaluates them. Go to a newspaper, news magazine or online to read sample book reviews.) I’m a professional writer and will give you tips that may be able to help you with your writing. Also, consult DePaul’s writing lab for help if you need it. The tutors there are excellent.

(If you have already read Boss, or if you prefer, you may read any biography of Chicago’s first black mayor, Harold Washington. For example: *Harold Washington: The Mayor, the Man* by Alton Miller, *Fire on the Prairie: Chicago's Harold Washington and the Politics of Race* by Gary Rivlin, *Chicago Divided: The Making of a Black Mayor* by Paul Kleppner.)

**The Other Options in addition to Boss.**

**L-3 Civic engagement is acting to make a difference in the civic life of our communities (local, national, global) and developing the combination of knowledge, skills, values and intention to make that difference. Skills of civic engagement prepare students for the demands of adult life and realize DePaul’s Vincentian mission as well as SNL’s critical success factors.**

L3: Can assess the social and personal value of civic engagement for achieving change.

1. Critically analyzes national or local civic issues from a systemic perspective.
2. Explains the impact an engaged citizen can make to improve the effectiveness of a society.
3. Articulates a strategy for personal civic engagement.
4. Engages in an activity that positively contributes to the civic life of a community.

Students demonstrate this competence by actively engaging with other community members in addressing an issue facing the community. The issue itself is analyzed to show an understanding of social and economic trends that shape the community. Given these systemic trends, the role of the individual in action with others is articulated with specific strategies for future involvement. Students develop and practice related skills by directly engaging in an activity that is of benefit to the civic life of a community. Activities can range from, but are not limited to, producing public art or participating in street theater, serving as the public advocate of a particular social group, getting involved in a justice campaign, contributing to public awareness of an environmental issue, or participating in political meetings or events that address a particular social issue.

Or, for example, a student could join an anti-violence effort or organization in their community, work in a homeless or battered women’s shelter, come up with a social action campaign to address a specific problem in their neighborhood, volunteer at their alderman’s office or in one of his/her community improvement efforts. Or, the student might volunteer with the Local School Council or parent group at a school or find a local community organization and volunteer with them. The Instructor is open to innovative ideas that will get you directly involved in civic activities, and that will provide an opportunity to reflect on the issue of civic engagement. You should make your choice within a week or two of the first contact with the Instructor and plan to put in about eight weeks with your chosen organization or group.


**Alderman/woman, Ward Report Option.** In addition to reading and writing a review of *Boss*, some non-L-3 students may choose to study and report on one of Chicago’s 50 Wards. (You can report on your home Ward or follow an Alderman you find interesting.)

You can find out basic information by using the city website and other resources:
- **Who is the Alderman/woman?** Go to their web site at [www.cityofchicago.org](http://www.cityofchicago.org). Find and print out the Ward map. Research news articles about recent activity, also about the 2011 mayoral or aldermanic election. Who was the alderperson’s opponent? What were major issues of that election? Can you locate a political commercial on YouTube or elsewhere? What were the vote totals in the election or run-off election?
- **What’s their current agenda for the Alderman?** Has he or she offered recent legislation in the City Council?
- **What can you find out about the ethnic make-up and other demographics of this Ward?** What high schools are in this Ward? How well do they perform? What major businesses or industries operate there? What is the economic base of the Ward? What cultural resources are there? What’s the average income? What churches or community...
groups are there? Are they active? (Can you find recent census data or other sources?) What are the biggest problems and potential solutions? What other questions can you formulate and answer?

After you do this basic research, call the Ward office. Talk to one of the alderman’s representatives, the office manager, the Ward committee man or a precinct captain. See if you can set up a personal interview with the Alderman/woman or someone on staff. What are the top issues for the Ward right now? What legislation is the Alderman introducing or voting on in the City Council? See if the Alderman puts out a schedule of his/her major weekly events? To what does he/she devote time?

You will ask this person some of the above questions and others based on your research. Keep track of the Ward web site by checking it out each week to see if it is updated and what activities the Alderman is involved with as the Quarter progresses.

Finally, you will prepare a 5-7 page research report on all or any of this to be submitted class 10. Draw a conclusion or develop a thesis about the Alderman/woman and what they contribute to the people of their Ward or to the City Council, based on your Competence. (Possibly make a PowerPoint presentation of what you found.)

Also, go to the County Clerk’s website for live city council meetings and city council agendas: www.cityofchicago.org under City Government, City Clerk.

Option 2: Read/write about Boss and each week clip/print one news article on Chicago politics or a Chicago social issue from the Chicago newspapers (print or online) (total 9), and write at least a one paragraph summary of the article, and a two paragraphs of your reaction or analysis of the article. These can be about different social issues or you can track one important issue over the Quarter (say “street violence and police/community reaction” “the CTA” “schools,” and so on. Collect these in your final notebook for Week 10. Then write a summary of what you learned by following these issues for the Quarter, and put that in the context of your Competence.

Option 3: Read/write about Boss and also follow the below weekly reading schedule on Chicago Political History:


You may write your reflections on one topic addressed by this Transition Plan, including how the Mayor seems to be doing on this issue two years later.

For the mayor’s own list of first year accomplishments, go to: www.cityofchicago.org/firstyear to view that report. Read it.

Read Wikipedia entries on Chicago’s first two settlers, John Baptiste Point du Sable and John Kinzie; also on Fort Dearborn and the Fort Dearborn “Massacre” or “Battle” and
Chicago’s first mayor William Butler Ogden. Also, read at least 25 pages of Boss by Mike Royko, and Wikipedia on author Mike Royko.

**Week 2:** 19th Century Chicago History (Chicago Timeline to 1893) Take a look, read the timeline and note some interesting dates for possible follow up. 

Read the overview of “Chicago Mayors” from the online Encyclopedia of Chicago, your (almost) everything historical Chicago resource. 
http://www.encyclopedia.chicagohistory.org/pages/795.html


**Week 3:** Start reading about Chicago ethnic constituencies in Encyclopedia of Chicago: Yankees, Irish, African Americans, Germans, Poles, Italians, Jews, Slovaks, Mexicans, Puerto Ricans, Chinese, etc. Also, look up “Community Areas.” Research your own ethnic group’s history …neighborhoods, politics. And read about at least one other ethnic group besides your own.

Also, research web (Wikipedia and Encyclopedia of Chicago) for Chicago Mayors John Wentworth, Roswell B. Mason and Joseph Medill.

**Week 4:** Read Wikipedia etc. on Mayors Carter H. Harrison I, Carter H. Harrison II, Edward Fitzsimmons Dunne, Fred A. Busse. Also, Charles T. Yerkes, transportation magnate (who is the main character in the great Chicago business novel, The Titan, by the equally great 20th century American novelist Theodore Dreiser who examines his life.)

Also, read a random chapter from If Christ Came to Chicago W.T. Stead’s 1894 expose of vice in Chicago and the old First Ward (South Loop). 
http://books.google.com/books?id=olqCOpl4SWoC&printsec=frontcover#v=onepage&q &f=false

Keep reading Boss.

**Week 5:** Read about reform groups that reacted to the end of 19th century civic corruption with birth of The Civic Federation …“Good Government Movements,” (Encyclopedia of Chicago) and
http://books.google.com/books?id=lZeikFNF4RAC&pg=PA91&lpg=PA91&dq=George+Cole+and+The+Civic+Federation&source=bl&ots=6is_yolXuR&sig=DiECamJXwQXq7XB9yGkexnI9nZY&hl=en&ei=1MkhTr3XHfKDsAKwqtXWAw&sa=X&oi=book_resul t&ct=result&resnum=1&ved=0CBgQ6AEwAA#v=onepage&q=George%20Cole%20and
Reform Groups included: Knights of Labor, Civic Federation, Municipal Voters League (George Cole), League of Women Voters, Chicago Federation of Labor. Early reformers: Jane Addams, Louise DeKoven Bowen, Marion Drake (1913), Charles Merriam (1911).

Mayors from 1860-1893 … new powers, new tensions, new problems

http://www.chipublib.org/cplbooksmovies/cplarchive/mayors/mayorlist.php
…read parts of some early inaugural speeches

**Week 6:** Who was the first African American Congressman from Chicago? Who were the subsequent Congressmen from Chicago’s First Congressional District through Bobby Rush? Read entries under African Americans in the Encyclopedia of Chicago website. Read about the 1919 Race Riots in Wikipedia. Read about 1968 race riots in Chicago in the wake of the assassination of Martin Luther King, Jr. Read a brief web biography of Chicago’s first African American mayor, Harold Washington.

Chicago Mayors … read web biographies of William Hale Thompson, William Emmett Dever, Anton J. Cermak … continue reading *Boss*.

Who was the first Hispanic Congressman from Chicago? Who are all the members of Congress currently serving in Washington? (Look these up.)

Start work on your book review on *Boss*.

**Week 7:** Look at Youtube footage of Mayors Richard J. Daley, Michael Bilandic, Jane Byrne, Harold Washington, Eugene Sawyer, Richard M. Daley, Rahm Emanuel.

More Mayors from 1860-1893 … new powers, new tensions, new problems

http://www.chipublib.org/cplbooksmovies/cplarchive/mayors/mayorlist.php
…read parts of more inaugural speeches …


**Week 8:** Finish reading any of the above. Begin writing your paper discussing any or all of what you have read above. What is your competence? Focus on it and reflect on Chicago Political History as you have read about it. For example, you could focus on inaugural speeches of various mayors or take up the fight between bosses and reformers, etc. Or what did you find most fascinating? Why?

**Week 9:** Finish your notebooks, finish your report, finish your *Boss* review. Final thoughts in your notebook. What did you learn this Quarter about Chicago, about Chicago politics? (Turn in a one-page reflection on what you have learned this quarter. Include it in your notebook.)
**Week 10:** Send final book reviews, reflections and notebooks to Instructor. If you mail it, get Delivery Confirmation. In some cases, we might meet and report on your experience. This is particularly true for L-3 students. Notify Instructor if you need to negotiate an Incomplete.

**Learning Tools**

Readings:

1. *Boss* by Mike Royko, ISBN 10: 0452261678 / 0-452-26167-8; ISBN 13: 9780452261679, Publisher: Plume, soft cover, (Required purchase or obtain it from a library);


Students will also learn about and use the *Encyclopedia of Chicago*, ed. by James Grossman, and its online version [www.encyclopedia.chicagohistory.org](http://www.encyclopedia.chicagohistory.org) as a resource for all things Chicago. (I have an entry in this volume on “Political Conventions.”)

**Evidence Students Will Submit**

1. All students will submit a spiral notebook containing the evidence they wish to submit to support demonstration of their competences. This notebook should contain a record of everything they have done in the class.

2. Each notebook will be divided into several sections.

   Section I. will be a log of weekly reading; i.e. number of pages read in *Boss* each week; the names of other books or related articles read, especially those listed below that have relevance to Chicago political history.

   Section II. For those non L-3 students selecting this activity, this section will be composed of weekly articles clipped from the newspaper or printed from the Internet related to Chicago politics or social issues, and analysis.
Section III. will include a list of new vocabulary words learned in readings, plus a definition of the words.

Section IV. Non-L-3 summary students may have done an interview with a Chicago ward politician, committeeman, precinct worker or activist. If so, include this transcript and/or a summary and reflection.

3. L-3 students will submit a 7-10 page paper (and any supporting material) that describes their direct involvement in a civic organization or activity, a reflection of that experience and what they learned about the value and potential of civic engagement. Put it in your notebook.

4. All students will write and submit (tucked in their notebook) a final five-to-seven page book review of Boss or the other book that they selected, with particular focus on their competences.

**Criteria for Assessment**

Your grade will be based on:

1. Completion of all reading assignments ... Boss or another book, nine news or Internet articles on contemporary Chicago politics or social/political issues, hand-outs or whatever combination of activities we agree you will pursue;

2. The quality of work in your notebooks as indicated above;

3. The quality of your final book review of Boss;

4. For L-3 students, the quality of your involvement and reflection on your experience in Civic Engagement;

5. When appropriate, the results of your interview with a Chicago Ward person;

6. Your development as an intelligent person who can discuss what you are reading and discussing;

Despite all this, you should try to enjoy your reading and research, and/or community involvement.

**Faculty**

R. Craig Sautter is a poet, writer, editor, publisher and political consultant. He is the author, co-author or editor of 10 books, including *New York Presidential Conventions: The Pre-TV Era 1839-1924; Philadelphia Presidential Conventions; Inside the Wigwam: Chicago Presidential Conventions 1860-1996* (with Alderman Edward M. Burke), see,
The Wicked City: Chicago from Kenna to Capone (with Curt Johnson); and 26 Martyrs for These Latter Perilous Days (with Curt Johnson). He also edited the early literary writing of one Chicago critic, Floyd Dell: Essays from the Friday Literary Review 1909-1913 and wrote Expresslanes Through The Inevitable City (poems).


For several years near the end of the Civil Rights Movement, he traveled across the nation as a field-coordinator for the National Urban League’s Voter Registration/Political Education Program. For the past 20 years, he has written and produced scores of radio and TV ads for candidates running for public office (including Barack Obama’s first political ads in 2000). See, www.sauttercommunications.com.

He was the 47th president of The Society of Midland Authors (www.midlandauthors.com). Illinois Governor Pat Quinn appointed and reappointed him to the Abraham Lincoln Presidential Library Advisory Board. And, for the past 34 years he has taught courses in philosophy, politics, history, literature and creative writing at SNL. For the last few years, he’s taught “Chicago Politics” in DePaul’s Explore Chicago Program for freshmen. In the winters, he teaches philosophy courses at Miami Dade College (but can always work with SNL FDIS students).

Student Consultation

Feel free to contact the instructor to clarify work, discuss problems or ask for guidance. Call (before 9 p.m.) or e-mail rcsautter@aol.com to explain absences or get assignments or discuss other issues.