



**The First-Year Program**  
**LSP 110: Discover Chicago**  
**Autumn Quarter 2016**

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**UPDATED** 5/24/2016

<b>Course</b>	<b>Faculty</b>	<b>Description</b> <span style="float: right;"><u>NOTE:</u> Immersion Week begins Monday, August 29</span>
<b>Being a Man of Color: Exploring Race &amp; Masculinity in Chicago</b>	Rico Tyler <i>Student Affairs</i>	The purpose of this course is to provide an in-depth study on the implications of gender, masculinity and patriarchy within communities of color in the city of Chicago. This course will explore: the sociological, philosophical and theoretical foundations of gender, masculinity and patriarchy as they exist in minority populations; contemporary issues facing men of color in the United States of America and in the city of Chicago; the implications of the presidency of Barack Obama; and academic success related to gender within the Chicago Public Schools system. An important facet of the course will be students plotting their own social location with relation to the major themes of the course.
<b>Careers in the Arts &amp; Culture</b>	Tim Mazurek <i>Academic Advising</i>	This course will include Chicago organizations and professionals assisting first year students in becoming more aquatinted with the careers associated with arts and cultural institutions. These fields include: Arts Management, Arts Marketing, Development and Fund Raising, the work of individual artists, designers, producers, directors, Arts Administrators, Gallery Managers, Curators and the role of the non-profit arts organizations. The field work aspect of this course will allow students to visit organizations in these fields to observe workplace environments. This will afford a look at not only the missions and organizational structures of these institutions but at the diversity of staff and programming as well as the trends in the industry. With arguably some of the finest art collections, performers, theaters and musicians in the world, Chicago is at the center of the cultural landscape. Come and Discover Chicago as we explore the sites and sounds of: the Chicago Art Institute, Museum of Contemporary Art, the Mexican Fine Arts Center, neighborhood galleries, jazz music, folk art and local theater.
<b>Chicago &amp; Jazz</b>	Joseph Cunniff <i>School for New Learning</i>	Jazz is live improvisation, pulsing rhythms, terrific personal expression. Chicago owns a special place in the history of jazz from its early days right up to today. Chicago has given birth to, developed, and presented towering people and performances in jazz, and continues to do so. In this class, through great recordings and films, we'll learn jazz from a Chicago perspective plus see and hear a live jazz performance at a famous Chicago jazz club.
<b>Chicago Business &amp; Society</b>	Matt Ragas <i>Communication</i>	Home to many <i>Fortune 500</i> companies and thousands of family-owned, multi-cultural businesses and entrepreneurs, Chicago is recognized as a leading global business center. Chicago business and society has been intertwined since the city's founding over 175 years ago. By visiting a diverse range of businesses in neighborhoods such as the Loop, Prairie Avenue, Chinatown, Pilsen and Pullman, students will explore the growth and development of Chicago business with a critical eye towards its impact on society. This journey will take students from the past to the present of Chicago business and society, encouraging a critical reflection of <i>how</i> and <i>if</i> local business has made (and makes) meaningful contributions to the city's well-being. Students will gain exposure to a broad range of perspectives, neighborhoods, and institutions. This experiential learning will be supplemented by sessions which will

		incorporate guest speakers, discussion, and reflection on the relationship between local business and society. As the final project, students will apply what they have learned about Chicago business and society through writing a paper analyzing and comparing the corporate social responsibility (CSR) efforts of two local firms.
<b>Chicago in Sound</b>	James Scheidhauer <i>Physics</i>	From ringing bells in Mitchell Tower in Hyde Park to listening to recorded silence in the Lincoln Park Conservatory we will discover the wide variety of sounds Chicago has to offer. We will use this rich diversity of sound as our springboard to achieve a fuller picture of our Chicago community and begin to think about the city from both a historical as well as a scientific perspective. We will think about how our creation of sounds and music has evolved from pre-historic times to the present day. We will ask how sound technology has influenced human activity as well as an urban environment like Chicago. For example, how does the invention of the telephone make skyscrapers possible?
<b>Chicago Politics: Past &amp; Present</b>	John French <i>Political Science</i>	The city of Chicago is known for its colorful political history. Once the fastest-growing city in the world and a hub of water and rail transportation, Chicago was a place where there were money and power to be had, and the competition for them could get rough. At the best of times, governing Chicago was not a job for the faint of heart. This course will examine the political history of Chicago. We will think about how political leaders and institutions have shaped the city we see today—and vice versa. We will focus on four main themes: Urban Planning & Economic Development; Race & Immigration; Transportation & Infrastructure; and Local Government & Democracy.
<b>Chicago: A Global City</b>	Mallory Warner <i>International Studies</i>	This course will be looking at Chicago as a global city. We can say that Chicago is a global city in the sense that it is a cultural, financial, entrepreneurial, political powerhouse. This course will focus on how the outsider shaped Chicago and how Chicago is able to shape the world. Thus, while getting to know the city and campus are major foci of Discover Chicago, we will also be learning about the individual narratives of the people who have built this city and how you, as an outsider to DePaul (or maybe to Chicago or the United States) are able to leave your mark on the city. We will be looking at the social and political history of Chicago in order to understand what being “global” means to the city today. Between readings, films, and outings, we will explore the internationally groundbreaking phenomenon that is Chicago.
<b>Chicago’s Public Art &amp; Murals</b>	Mark Elder <i>Art, Media &amp; Design</i>	Chicago’s Public Art and Murals will give you, the student, a look at the whole of Chicago. Much of what makes Chicago and what the people of Chicago feel as their values, can be seen in its Art. The student will tour Chicago’s neighborhoods and take on the values and issues that reflect the people of the various neighborhoods. The student will also get a chance to design a mural in reflection, mainly to show what they saw as valuable in their journey in and around the city.
<b>City of Big Green Shoulders</b>	Barrie Jean Borich <i>English</i>	Chicago is at once an old postindustrial city and a new green metropolis, and in this course we explore both the gritty and the green. We visit gardens, public art, and other urban sanctuaries that help make life livable in a city originally built around steel mills and stockyards. We also tour former industrial sites—the once thriving centers that helped make Chicago into the nexus known as the City of Big Shoulders. We take note of environmental damage left by heavy industry as well as restoration work on landscapes that once seemed irredeemable but have since been remade into new parks, art spaces, and vertical farms. We read literature set in industrial Chicago as well as essays and articles about urban planning and the making of happy cities, and we ask hard questions about industrial clean up, transportation, gentrification, food justice, art-making, and all kinds of sustainability practices, while collaborating on a class blog and attempting to locate our own happy place in today’s big green metropolis.

<b>Community Initiatives: Healthy Chicago 2.0</b>	Sydney Dillard  <i>Communication</i>	<p>What does health mean to you? Is it larger than the mind, body, and spirit? As health involves a sense of togetherness, community, and society at large these concepts and access to resources will be explored. This course introduces students to a wealth of community health resources afforded to Chicagoans while pondering the true meaning of health. Through strategically selected readings, films, site visits, and course discussions of topics that compare societal health agendas at the national, state, and local levels, students will gain a more nuanced understanding of the ways in which health disparities are approached at the community level. During immersion week, students will visit community health organizations in various prominent neighborhoods within Chicagoland and review the diverse nature of health issues, often dictated by community access to resources and need. Finally, students will explore the roles of communication in outreach services through some of the city's current health initiative by reviewing various media forms including billboards, mass transit, social media, and more!</p>
<b>Death &amp; the City</b>	Benjamin Frazer-Simser  <i>Philosophy</i>	<p>In this course, students will be introduced to an often neglected, but extremely important, group within their urban community—the Dead. In Chicago, as in every human community, we live with our dead: we share our urban space with them, our customs, rituals, and laws regulate how they should be treated and where they can reside, they participate in our lives through individual memory and communal monument, from statues to street names, and they appear in our art, literature, and architecture. During Immersion Week, we will explore our urban geography for sites where our contemporary attitudes toward the Dead and Death (and, thus, the Living and Life) come to light: the museum, the cemetery, the morgue, and the mortuary. And we will study comparatively the different attitudes toward Death among some of the different peoples, cultures, races, and classes that make up our urban community in Chicago.</p>
<b>Digital Cinema in Chicago</b>	Gary Novak  <i>Computing &amp; Digital Media</i>	<p>Digital Cinema in Chicago exposes students to the world of digital cinema production. Students are introduced to the production of feature films, commercials, television shows, animation, and gaming. Students see what goes on behind the scenes and meet the individuals that create these works of art. Students visit movie sets, production studios, post-production and animation houses, and computer gaming companies. By the end of the class, students have a better understanding of what goes into the creation of the various forms of digital cinema. The course combines classroom lectures and discussions with field experiences.</p>
<b>Discover Your Inner Vincent</b>	Siobhan O'Donoghue  <i>University Ministry</i>	<p>In religious terms charisma means a gift of the spirit given to an individual for the common good. This course will help students identify and explore their unique gifts in service of the common good. Taking our interior lives as a starting point, the course will gradually move into an exploration of the Vincentian legacy in Chicago today. What makes an education at DePaul University unique? What is the gift of the Vincentian family in Chicago? How are students called to be part of this living legacy? Immersion sites will focus on nature, houses of worship, Vincentian and Daughter of Charity social service agencies, art, architecture, and relationships with those on the margins. The topics studied will be directly related to the Immersion Week sites through articles, books, films and guest speakers.</p>
<b>Discovering Vincentian Ways of Leadership</b>	Karl Nass  <i>University Ministry</i>	<p>This course will introduce students to Vincentian leadership theory and practice. Students will examine the Vincentian values that inform the socially responsible and ethical leadership framework called Vincentians in Action (VIA). Through site visit experiences and service-learning engagement at designated community-based organizations that serve a marginalized population, students will learn about the diversity and community-specific resources of Chicago from DePaul alumni and community partners who are Vincentian leaders. Students will explore what can be learned about themselves as reflective practitioners and spiritual human beings when engaging in this experiential learning process. Through the class discussions, DePaul alumni and Vincentian speakers,</p>

		<p>assigned readings, and writing assignments, students will reflect on their own beliefs and perceptions regarding socially responsible and ethical leadership. In doing so, students will analyze the implications of this specific way of Vincentian leadership in terms of reducing poverty and implementing systemic change in our society today.</p> <p><b>Note: This section is open only to DePaul Leadership Scholars.</b></p>
<p><b>Diverse Faces of AIDS: Prevention Education Treatment</b></p>	<p>Douglas Bruce <i>Health Sciences</i></p>	<p>This course is designed to introduce students to one of the most critical and intriguing health issues in history—the AIDS epidemic. Students will learn about the diverse range of individuals impacted by HIV/AIDS and the range of prevention, education, treatment, and advocacy services that are offered throughout the Chicago metropolitan area. As students interact with those who live with HIV/AIDS and who provide AIDS-related services, they will experience the human face of AIDS, and will explore the social, psychological, political, religious, and legal dimensions of this epidemic. This course will cover the following topics in the AIDS epidemic: history and epidemiology; transmission and disease progression; education and prevention; traditional medical and psychosocial treatment; spirituality and alternative treatments; housing and hospice care; policy and advocacy. The course is also designed to present a multicultural perspective on the AIDS epidemic, thus students will interact with individuals and agencies representing a range of ages, genders, ethnicities, sexual orientations, socioeconomic statuses, and serostatuses (HIV+/HIV-).</p>
<p><b>Documenting Maxwell Street &amp; Pilsen</b></p>	<p>Janelle Walker <i>First-Year Program</i></p>	<p>The Maxwell Street neighborhood on Chicago’s Near West Side has had a colorful past, acting as port of entry for many immigrant and migrant populations, as home to a world-famous open-air market and retail district, and as the birthplace of electrified Blues music. For years, the city of Chicago and the University of Illinois engaged in a concerted “clean up” of the area, moving the market, displacing the community, demolishing the built environment, and eventually creating a new neighborhood called “University Village.” The historic outdoor market has been relocated three times, downsized, upscaled, and regulated. Just to the south of the Maxwell Street area lies Pilsen, a predominately Mexican neighborhood in the early phases of gentrification. It is facing many of the same issues and challenges that Maxwell Street once did. We will make field trips to Pilsen, the Maxwell Street neighborhood, and the Maxwell Street Market, as well as other Chicago places that inform our ongoing discussion of gentrification and urban change. What we see and hear on these trips will add to our discussions of the City of Chicago’s attempts to beautify/sanitize its public areas and the implications of this for neighborhood culture, community, place, and issues of social justice. The course will consist of academic readings and discussions, observation, interviewing and documentation at the Maxwell Street Market and in Pilsen, guest speakers, student presentations, and field trips as a class using public transportation.</p>
<p><b>Dying to Understand: Loss and the City</b></p>	<p>Leah Bryant <i>Communication</i></p>	<p>The purpose of this course is to examine the different types of loss that we are likely to experience throughout our lives. The types of loss that may be addressed in this course include: the death of a loved one (e.g., family member, pet), the loss of a relationship (e.g., divorce, breakups), and the loss of identity (e.g., traumatic life events, transition to adulthood). From a life course perspective, this course will examine beliefs and spirituality, loss legacies, healing, and resilience. Immersion Week will consist of trips to various Chicago institutions that may include museums, cemeteries, a funeral home, an animal shelter, sites of famous deaths, and other locations around the city that offer a unique perspective on loss in society.</p>

<b>Food Citizenship in Chicago</b>	Jean Bryan <i>First-Year Program</i>	This course examines Chicago as a food system and looks at individual responsibilities as “food citizens.” Students will examine current food issues – accessibility, sustainability, food deserts, local control, local foods, food and health, economic development – through the lens of being both a Chicago area resident AND a food citizen.
<b>Food, Science &amp; Society</b>	Tim French <i>Chemistry</i>	Food is an integral part of our lives. Not only does it provide nutrition and sustenance, but it also has societal implications. From the Union Stock Yards to Alinea, Chicago has been an important food center, both nationally and internationally. In fact, the word “Chicago” itself most likely traces back to a Native American word for “wild onion.” In this course, we will use the city of Chicago as a case study to better understand food from both scientific and social perspectives. We will examine foods such as meats and sugars, as well as what actually happens when we cook something, at the molecular level. We will also look at how modernist cuisine takes advantage of many scientific principles to push cooking techniques and American cuisine forward in new ways. Finally, we will discuss societal aspects of food like food deserts and organic farming and see how these relate to the various communities within Chicago.
<b>France &amp; the French-Speaking World in Chicago</b>	Pascale Kichler <i>Modern Languages</i>	<p>This course studies the impact of France and the French-speaking world on Chicago. It begins with the city’s foundation as Fort Chicago by French explorers in the seventeenth century, moves on to its permanent settlement by Jean Baptiste Pointe de Sable, examines how France served as the city’s cultural model for the late nineteenth and early twentieth-century (e.g., for art collectors like Bertha Potter Palmer and urban planners like Burnham), and concludes with France’s continuing cultural influence on the Chicago of the late twentieth and early twenty-first centuries. Modern-day influences will be explored, including the impact of French cuisine with a visit to eateries. Besides France, the course looks at the influence of other French-speaking cultures in the city, particularly the major economic exchange with Quebec. The course will include visits to consulates and other French and French-speaking institutions in the city.</p> <p><i>While no knowledge of French is required, if you are planning to take this Discover Chicago course, now could be the perfect opportunity to learn French or to develop your existing French skills by taking a concurrent French language class -- beginning, intermediate or advanced -- depending on past experience or results of the language placement test. For more information, contact Corban Sanchez at <a href="mailto:csanch12@depaul.edu">csanch12@depaul.edu</a>.</i></p>
<b>German Chicago</b>	Eugene Sampson <i>Modern Languages</i>	<p>German-speaking immigrants to Chicago arrived during a time of intense industrialization and growth within the city, helping to make much of what we recognize as Chicago today while shaping its labor movement through radical politics. But Germany’s status as an enemy in two world wars resulted in a backlash against German immigrants and their descendants in the US, causing the German presence in Chicago to be virtually effaced. This course investigates the various and significant contributions made by Chicago’s German community, the palpable traces that group has left, while delving into more contemporary aspects of a German presence in Chicago, which range from revolutions in architecture and cutting edge visual arts to a healthy business community. Our site visits will take us from Lincoln Square, Chicago’s German neighborhood, to landmark architectural sites in the Loop and elsewhere and into the Art Institute of Chicago, the crown jewel of Chicago’s art scene. And along the way we’ll find time for stops in quieter places where Chicago’s German heritage remains undisturbed.</p> <p><i>While no knowledge of German is required, if you are planning to take this Discover Chicago course, now could be the perfect opportunity to learn German or to develop your existing German skills by taking a concurrent German</i></p>

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<b>The Gigatour: Finding the City's Underbelly</b>	Richard Lee <i>Philosophy</i>	We will discover Chicago on the Gigatour. That is to say, we will study the City of Chicago with a view to its manner of supplying the necessities of life. Water, air, food, warmth, transportation, communication, leisure and entertainment -- these are just a few of the things a city needs to supply its population. For a city and (sub)urban area of eight million people, the task is daunting. We will begin by studying the Burnham Plan for the City of Chicago, and the Wacker Manual, and we will travel to sites such as: the Eisenhower Expressway, Illinois Institute of Technology, Oak Street Beach, the Stockyards, the Farmer's Market at Daley Plaza, Lincoln Park Zoo, the Chicago Board of Trade, the City Recycling Center, Graceland Cemetery, and the Field Museum. Students will write journal entries for each of our visitations on the Gigatour -- so named because of the gigabytes it contains -- and they will study maps, transportations, plans and other such keys to the City.
<b>Global Catholicism in Story &amp; Stone</b>	William Cavanaugh <i>Catholic Studies</i>	This course studies immigrant Catholicism in Chicago through history, theology, sociology, art and architecture. We will visit ethnic Catholic parishes in Chicago—Irish, African-American, Chinese, Polish, Mexican, and more—meet interesting people, have some good ethnic food, and see some stunning churches and art. Throughout the course, we will study the various groups of Catholic immigrants who have made Chicago, and found a home away from home in the Catholic Church. At the same time, we will address larger questions about the Catholic Church, a community of 1.3 billion people that is simultaneously global and local. The Church is found in every part of the world, but the Church adapts to each local culture: a Catholic Mass in Kenya can be very different from a Catholic Mass in Poland. How does a local church be true to its local culture without excluding those from other cultures? How does the Catholic Church maintain both unity and diversity? This course uses the city of Chicago as a workshop to examine these questions.
<b>Green Design/Bicycle Chicago</b>	Steve Carrelli <i>Art, Media &amp; Design</i>	This course uses bicycling as a way of exploring environmental sustainability and urban design in the city of Chicago. During Immersion Week, the class will travel the city by bike, visiting a variety of institutions, community centers, public gardens and businesses. We will meet and hear from artists, activists and public officials who are involved in making Chicago a greener city and raising public awareness of the environmental impact of human activity. We will study how environmentally sustainable practices are encouraged – or discouraged – by the design of our roads, buildings, transportation systems, energy and manufacturing systems, as well as the design of our laws and economic incentives. Through readings, written assignments and class discussions students will examine innovative practices aimed at the creation of a sustainable urban environment.  <b>Note: For acceptance into the class, students are REQUIRED to have a bicycle, bike lock and bike helmet for the field trips that take place during Immersion Week and the academic quarter.</b>
<b>Irish &amp; Irish Catholics in Chicago</b>	Mary McCain <i>Catholic Studies</i>	Every year, on or around March 17, Chicago residents and many, many visitors to the city watch as boats dye a portion of the Chicago River green for St. Patrick's Day. Everyone's Irish on St. Patrick's Day, or so the saying goes. But a century before this tradition began in the 1960s, Irish immigrants and Irish Chicagoans were blamed for everything from crime to the Great Chicago Fire of 1871. Anti-Catholic prejudice combined with other forms of bigotry to hamper Irish lives in myriad ways through much of the 19th century. The Irish responded by focusing their energies on building their own institutions -- churches, schools, and what we'd think of today as social-service providers -- institutions that became remarkably successful and opened many different paths to success for Irish

		immigrants and their children. Many of these continue to serve Chicagoans of many ethnicities today. This course will examine the transformation of the Irish experience in Chicago, concentrating on the political and religious aspects of that experience but also looking at the preservation and transmission of Irish sport and culture, whose original bearers in the 19th century would be very surprised by the “cool factor” these activities and arts now enjoy. We will also become familiar with the challenges still faced today by those who come to Chicago from Ireland and do not start quickly on the legal path to U.S. citizenship.
<b>Italian Chicago</b>	Daniela Cavallero <i>Modern Languages</i>	Chicago’s Italian immigrants began arriving in the 1850s, most of them poor, illiterate farmers and agricultural workers from the central and southern parts of Italy. Today in the Chicago area there are 300,000 Italian Americans of various generations. Economically and socially, they have entered the American mainstream and are solidly middle-class. How did Chicago affect who they became? How has their presence affected Chicago? What does it mean to be an Italian American in Chicago today? Finding the answers to these questions will be the subject of our course, as we explore the story of Chicago’s Italian-American community through written texts, interviews, films, oral histories and field trips to neighborhoods and cultural institutions. Our reading material will draw on a variety of ethnographic, historical, sociological, journalistic and literary texts. These texts will serve as a background for our study of the oral histories of Italians collected at the University of Illinois.  <i>While no knowledge of Italian is required, if you are planning to take this Discover Chicago course, now could be the perfect opportunity to learn Italian or to develop your existing Italian skills by taking a concurrent Italian language class -- beginning, intermediate or advanced -- depending on past experience or results of the language placement test. For more information, contact Corban Sanchez at <a href="mailto:csanch12@depaul.edu">csanch12@depaul.edu</a>.</i>
<b>Justice in the City</b>	Daniel Hanichak <i>Political Science</i>	This course will give students an inside look at the Chicago criminal justice system by traveling throughout the city and taking first hand tours of our city’s courthouses, jails, police department, medical examiner’s office and forensic laboratory. In addition to experiencing first-hand how our system works, they will also hear from prominent speakers including experienced Police Officers, Prosecutors, Defense Attorneys and Judges who will be able to describe to them the “Chicago way.” Students will be able to evaluate their own experiences of the immersion week and what they learned from the guest speakers of how our modern justice system works and compare that to the past decades issues of race inequality, societal influence & corruption. Finally, students will use all of this information to identify the problems that still exist, and promote how Chicago’s citizens can continue to work towards making it a system that promotes justice for all people.
<b>Latino Language Communities in Chicago</b>	Carolina Barrera-Tobón <i>Modern Languages</i>	Chicago has always been a city of immigrants, one of the most linguistically diverse cities in the United States and the most segregated one. This course proposes to discover and explore Chicago by means of ethnographic studies of language and historical narratives. An ethnographic perspective requires attention to local-level, “insider” meanings that students will explore by a research process and by observing the communities themselves.  <i>While no knowledge of Spanish is required, if you are planning to take this Discover Chicago course, now could be the perfect opportunity to learn Spanish or to develop your existing Spanish skills by taking a concurrent Spanish language class -- beginning, intermediate or advanced -- depending on past experience or results of the language placement test. For more information, contact Corban Sanchez at <a href="mailto:csanch12@depaul.edu">csanch12@depaul.edu</a>.</i>

<p><b>Live from Chicago: Discovering Improv's Hometown</b></p>	<p>James Mourey <i>Marketing</i></p>	<p>Chicago is the world's capital for improvisational comedy. Home to Second City, iO, ComedySportz, the Annoyance Theatre, and more, Chicago has been the training ground for some of the greatest performers – Tina Fey, Steve Carell, Stephen Colbert, Amy Poehler, and many more. But beyond sitcom stars and feature film favorites, the fundamental skills of improvisation have infiltrated businesses and boardrooms around the world. But why has improvisational comedy made its home in Chicago? How did improv get its start in the city? And how has the art form been shaped by the richness of the diverse Chicago neighborhoods in which the comedy style has grown? Or, conversely, how have the improv institutions of Chicago shaped the neighborhoods they call home? In this course, students will discover and explore the unique relationship between Chicago and improvisational comedy, a relationship unlike any other between any major city and any other art form. Students will learn the tenets of improvisation, hone their comedic skills, visit integral training centers and neighborhoods that shaped improv, and witness firsthand how the skills and tools from improvisational comedy translate into real world, practical applications. After participating in this course, students will have an appreciation for the diversity and richness of Chicago's neighborhoods and their populations through the lens of improvisational comedy. Additionally, students will acquire the skills and tools to help them shed their inhibitions, try new things, and appreciate the importance of simply saying, "Yes, and..." all skills that will help them navigate their college and post-college careers.</p>
<p><b>Love &amp; Committed Relationships, Chicago Style</b></p>	<p>Adriane Stoner <i>Communication</i></p>	<p>The urban center that is Chicago goes by many names including "The Windy City," "The Second City," and "Chi-Town," but perhaps more importantly to its population of more than two and a half million residents, Chicago is simply known as "home"—and as the saying goes, home is where the heart is. In this course students will explore the dynamics of love, committed relationships and other matters of the heart, Chicago style. On this journey students will experience first-hand several of the culturally unique and diverse neighborhoods in the city while simultaneously learning about the role that love and committed relationships play in the lives and communities of Chicago residents. Using a theoretical lens rooted in the principles of Relational Communication, students will examine the phenomenon of love in a wide range of contexts from romantic love, to familial love, to love and compassion for one's community. Students will also study the lifecycle of interpersonal loving relationships including their initiation, development, maintenance and dissolution/termination, as well as reflect on the role that love has played in shaping their own sense of identity and connection.</p>
<p><b>Marginalized Chicago: An Exploration of Race, Class, Gender &amp; Living on the Margins</b></p>	<p>Sara Furr <i>Center for Intercultural Programs</i></p>	<p>The purpose of this course is to provide an in-depth study on the implications of race, class and gender within the city of Chicago. This course will explore: the sociological, philosophical and theoretical foundations of living on the margins; contemporary issues facing people of color and low income communities in the United States of America and in the city of Chicago; the implications of physical margins between neighborhoods and communities; and differential access for marginalized and minoritized populations. An important facet of the course will be students plotting their own social location with relation to the major themes of the course.</p>
<p><b>The Medieval City in Chicago</b></p>	<p>Karen Scott <i>Catholic Studies</i></p>	<p>What does it mean to call Chicago a "city"? For example, are cities vast networks of roads, buildings, and institutions? Sets of ethnic communities living side by side and interacting together? Are cities more like living and growing biological organisms, or more like sacred communities seeking God and beauty together? What makes Chicago a unique kind of city, and what makes it a city like other cities that have thrived over time and space? To answer these questions, this class will study some of the ways in which the urban spaces and life of modern Chicago are similar to, and different from those of cities that thrived during Antiquity, the Middle Ages, and the Renaissance in the Mediterranean world and Europe. We'll explore some of the Chicago institutions and people</p>



		that connect Chicago to the Middle Ages. And we'll visit sites in Chicago that give us information on urban spaces both today and in the Middle Ages: museums, churches, and libraries.
<b>Natural History of Chicago</b>	Shawn Bailey <i>Environmental Science</i>	Natural history is a scientific study of organisms and natural objects, especially their origins, evolution, and ecological roles. As the third most populated city in the nation, Chicago is rich in ecology and evolution-related resources, such as the Field Museum of Natural History, Shedd Aquarium, Lincoln Park Zoo, Peggy Notebaert Nature Museum, and our very own DePaul campus. This course provides students some insights into the types of natural history related activities and conservation efforts carried out by people who work at those organizations. The course explores issues such as the structure and dynamics of ecosystem, biodiversity and its conservation, and the Earth and Chicago's geologic history by utilizing these resources.
<b>Nature in the City</b> <i>(2 sections)</i>	Rick Hudson <i>Biological Sciences</i>	Humans share the city of Chicago with many other species—not just our pets and the plants in our gardens, but also with wild plants and animals. A stoplight camera close to DePaul has recorded a coyote regularly crossing the large six-way intersection on the Northeastern edge of campus at night. The main topic of the course is urban ecology—the study of this wildlife and how it fits into an urban ecosystem. We will study what Chicago's wild animals eat and how the wild plants create their own food; exactly where each of the species lives within the city; and how individuals of one species interact with members of different species—their friends and their foes. We will also consider interactions within species such as courtship, reproduction, parenting, group living and competition. A second theme will be how human Chicagoans relate to these organisms—how we view them and how they interact with us. We will discuss why some people have positive views of certain wild species and others view them negatively. For most of these species, there is a variety of opinions on how the urban population should be managed—we will investigate these options and discuss their merits. During immersion week, the class will take trips to various Chicago Parks to observe the city's wildlife. On these field trips, plants and birds will often be the focus because we can observe them—mammals often are in hiding. There will be more of an emphasis on animals in the classroom and as subjects of the main assignment.
	Sarah Richardson <i>Biological Sciences</i>	
<b>Nonviolent Chicago</b>	Ken Butigan <i>Peace, Justice &amp; Conflict Studies</i>	What would Chicago look like if violence were not as stubbornly pervasive as it is? A growing number of organizations across the city are determined to find out – by building a culture of nonviolent options. In Chicago this potential nonviolent culture (where every person matters and where this respect, compassion, and commitment to the well-being of all can spark effective alternatives to personal, interpersonal, and structural violence) is potentially emerging piece by piece through the work of numerous Chicago organizations. These include the South Austin Coalition, Su Casa Catholic Worker, Voices for Creative Nonviolence, Interfaith Youth Core, Kairos Community, and American Friends Service Committee. This course will study and experience the work of these groups to illuminate what a nonviolent culture might look like and how a more “Nonviolent Chicago” could emerge through education, community-building, social movements, awareness campaigns, and nonviolent design, which this class will engage in methodically and creatively. This course begins with an Immersion Week, where we will visit and engage with the organizations across Chicago listed above.
Keep SCROLLING!		

<b>Photographing Chicago</b>	Rachel Herman <i>First-Year Program</i>	<p>“Photographing Chicago” is designed to examine the city by venturing into its many diverse neighborhoods using the camera as a tool of observation and inquiry; to learn how other photographers have depicted the city; and to develop your own relationship to the city through the act of photographing it. Our subject will be the city itself and the many ways in which we observe it. First we will consider the observations of others who have come before us. We will be looking at how Chicago photographers have pictured the city by visiting their studios, looking at their photographs, and having the opportunity to ask questions about how and why they make their work. We will think about how neighborhoods are structured and how each of these neighborhoods has a distinctive history and architectural, social and cultural imprint. This we will do with our cameras in hand, asking questions and letting the images stand in for answers (and sometimes prompting further questions). You will be conducting research and writing short essays about various neighborhoods that will be included along with your photographs in the capstone project for the course, a neighborhood photo book. Although the use of a camera is required, no prior photographic experience is needed. Several site visits will be required, not all during class time.</p>
	John Opera <i>Art, Media &amp; Design</i>	
<b>Privilege in Chicago</b>	Georgianna Torres-Reyes <i>Mission &amp; Values</i>	<p>This course focuses on privilege as an essential and complex facet of social justice work. This broad concept encompasses the intersecting social statuses of such things as race, gender, sexual orientation, ability, class, and religion. Through this course students will demonstrate an understanding of how privilege, power, and oppression affect society at large and Chicago specifically. We will not cover these societal realities merely as abstract concepts, but rather as powerful entities that influence the lived experiences of all people. An important facet of this course will be students plotting their own social location. We will continually reinforce not only why a specific aspect of privilege is important to grasp, but also where we as individuals stand in relation to this privilege. The desired outcomes are twofold. First, students will be challenged to develop the cognitive abilities necessary to critical engage such topics. Second, they will confront how their own social status interplays with both privilege and oppression.</p>
<b>The Psychology of Chicago’s Parks</b>	Verena Graupmann <i>Psychology</i>	<p>In this course students will learn about the architecture, politics and history of the Chicago park system, taking a psychological perspective. Exploring several parks during immersion week, observing, experiencing and taking field notes, we will look into the history and development of the city’s particular landscape architecture with an emphasis on how built and natural environments affect individual and collective psychological experience. We will also meet and discuss with a Chicago landscape architect. With this perspective we will explore topics of well-being, identity, social interaction and social justice in light of Chicago’s unique and diverse population and history. Understanding the influence of green spaces on how people experience themselves and others will serve as a basis of navigating, identifying and establishing personal places of recreation and retreat, in the city’s wide range of green spaces.</p>
<b>Queer Chicago</b>	Katy Weseman <i>Center for Identity, Inclusion &amp; Social Change</i>	<p>Queer Chicago explores Chicago history, politics, activism, and community resources as they pertain to lesbian, gay, bisexual, transgender, queer, intersex, asexual, pansexual (LGBTQIA+) people and their allies. Through the lens of exploring Chicago’s LGBTQIA+ resources, students will gain a better understanding of gender, sexuality, sexual identity, politics and current issues and trends within LGBTQIA+ communities in Chicago and beyond.</p>
<b>The Reel Life of Chicago</b>	Miles Harvey <i>English</i>	<p>In this course, we will a) watch a series of popular films set in Chicago, b) visit landmarks and locations shown in those movies, and c) learn about the history of those neighborhoods and of Chicago as a whole. The course will start with the silent short “His New Job,” the only film Charlie Chaplin shot at the Essanay Studios in Chicago’s Uptown neighborhood, which was briefly the center of the U.S. film industry. On a tour of Uptown, we will</p>

		<p>examine Chicago’s expansion and diversification in the aftermath of the Great Chicago Fire. After viewing Howard Hawks’ 1940 screwball comedy “His Girl Friday,” we will visit the Criminal Courts Building at 26th and California and discuss Chicago’s history of patronage politics, organized crime and hard-nosed journalism. After viewing the 1961 film version of Lorraine Hansberry’s “A Raisin in the Sun,” we’ll visit Woodlawn and discuss the Great Migration, the Black Metropolis, block-busting and white flight. After viewing Haskell Wexler’s “Medium Cool” (which was filmed during the Democratic National Convention of 1968), we will visit Grant Park and discuss Chicago’s history of race relations and radical politics. After viewing Steve James’ “Hoop Dreams,” we will visit West Garfield Park and the former site of the Cabrini-Green housing project, while discussing Chicago’s dubious status as the most segregated city in the United States. After Viewing “The Interrupters,” another film by Steve James, we will visit Little Village and discuss Mexican immigration and street violence. Other films will take us to additional neighborhoods, including Lincoln Park.</p>
<p><b>The Right to Chicago: Housing, Education, Jobs, Safety &amp; Development</b></p>	<p>John Schlichtman <i>Sociology</i></p>	<p>In Chicago, there are individual activists and non-profit organizations working to fill the gaps left unaddressed by government. These individuals and organizations fight for adequate housing, safe neighborhoods, equal access to quality education, the elimination of poverty, and other social justice objectives. This class will examine the critical social problems that Chicago is navigating and explore the structural roots of these problems. We will partner with community leaders and local organizations to better understand how locally grounded activists work to engage the public and agitate policy-makers in pursuit of their objectives. This class requires 10 hours of service learning.</p>
<p><b>Science &amp; Nature Writing Chicago</b></p>	<p>Ted Anton <i>English</i></p>	<p>This course introduces students to the Chicago tradition in the fast-growing field of nature and science writing. Students will visit Chicago research venues such as the Illinois Medical District, the Adler Planetarium, and the Field Museum, as well as a local academic lab. They will meet with researchers and leading professionals in science and nature communications, tour a medical communications consultant, a public information office, and one fun natural venue in Lincoln Park. They will write one press release, one feature article and one short essay. Absolutely no previous science or health background necessary.</p>
<p><b>Science in the City</b></p>	<p>Mary Bridget Kustusch <i>Physics</i></p>	<p>The greater Chicago area is home to two national laboratories (Fermi National Accelerator Laboratory and Argonne National Laboratory), numerous museums with a wide range of science exhibits, and an incredible number of practicing scientists from throughout the world. Students in this course will have the opportunity for a full-day visit to Argonne, and will explore several of the city’s museums. The visits will give students insight into how and where current scientific research is done, provide opportunities to meet with scientists who are actively involved in forefront research, and offer a glimpse of the many ways that locals and visitors to Chicago learn about historic scientific findings through exhibitions. During the quarter, students will explore the ways in which scientific knowledge in various fields has evolved and will consider such questions as: How do discoveries in one scientific field impact the development of other fields? How is the evolution of science dependent on the characteristics of the scientists? What are the sources of funding for current scientific research? Does scientific work occur in unexpected places?</p>
<p><b>Summer Sports in Chicago</b></p>	<p>Philip Meyers <i>Political Science</i></p>	<p>This course examines numerous areas of athletics that encompass the town’s ultra-competitive landscape. Whether it be Cubs and White Sox baseball, soccer, 16" softball, horse racing, the media or otherwise, this course captures everything sports related to the Windy City. For example: Do you know what might make one a Cubs or Sox fan? Or what goes into covering a sporting event or story as it gets presented to the Chicago public? Also, how ethical is gambling; and what are its effects on the city—even when such wagering is presented in a legal fashion? Those</p>

		<p>questions and more will be answered during the quarter as we take sports and see them in a new light, with a deeper meaning, as we consider how they affect Chicago's people and culture. Whether our class is at a ballpark, playing beside legends from a sport this locale boasts as its own, or trying to convert a 7-10 split, each student will thoroughly enjoy and learn more than he or she could have ever thought about the Chicago sporting world.</p>
<p><b>Supernatural Chicago: Horror, History &amp; Haunting</b></p>	<p>Shayna Connelly</p> <p><i>Computing &amp; Digital Media</i></p>	<p>Horror films articulate our deepest cultural anxieties about death, identity, conformity and technology. Using notorious haunted sites as a guide, students will explore Chicago and its history while learning about the power of belief, the allure of fear in entertainment and the relationship between cinema, history and popular culture. Ghost legends such as Resurrection Mary, the "Devil in the White City," the ghosts of the Eastland Disaster and Iroquois theater fire among others will allow students reflect on what hauntings say about Chicago and its inhabitants. Students will expand their understanding of hauntings to include cultural hauntings by historical events and the related idea that marginalized people are "ghosts."</p>
<p><b>Walking Chicago: A History in Footsteps</b></p>	<p>Jason Kalin</p> <p><i>Writing, Rhetoric &amp; Discourse</i></p>	<p>From the peripatetic philosophers of Ancient Greece to the streets of twenty-first century Chicago, the writer as walker has garnered special cultural significance and symbolism. But nowadays, walking is seen most often as a means to an end, not an end in itself. Or worse, as unnecessary to modern life, for walking has been replaced by planes, trains, and automobiles. We have become drivers and passengers that have forgotten how to walk—walking "as a cultural activity, as a pleasure, as an ancient and profound relationship between body, world, and imagination" (Rebecca Solnit, 2000). This course seeks to turn us into walkers and to return a rhetorical and aesthetic wonder to the act of walking. We will walk to write, composing "urban encounters" that combine the "joys of looking around" with "the deep pleasure of making connections" with the people and places of Chicago (Helen Liggett, 2003). By studying and practicing the art of walking, we will use the material of everyday life—the rhythms and experiences of the streets of Chicago, its people, places, and things—as construction material for our compositions. We will read about the history of walking alongside the history of Chicago to become urban explorers charting the changing people and landscapes of our city's neighborhoods. Walking becomes a way of literally and figuratively writing ourselves into Chicago. Assignments will include a walking journal, a multimedia essay, and a multimedia map of Chicago to be collected into an atlas. By wandering Chicago with wonder, we will write Chicago as a relationship among body, world, and imagination.</p>