



The First-Year Program  
 LSP 111: **Explore Chicago**  
 Autumn Quarter 2016

Course	Faculty	Description
Activists & Activism after 1960	Euan Hague <i>Geography</i>	Chicago has a long history of political organizing and activism. This course explores that activism in the period after 1960. During the 1960s, organizations like the Students for a Democratic Society, the Black Panthers, Jobs Or Income Now (JOIN), the Young Lords and Rising Up Angry organized protests throughout the city and engaged in community building by providing services including free breakfasts, medical help and legal assistance. Visiting sites across Chicago associated with these organizations, students will understand the geography of activism in Chicago, meet activists who participated in these events, and learn how these organizations and their members worked to build a more socially just city that recognized the diversity of Chicago residents. Student will explore how activists and activism shaped individual and social realities in Chicago, and assess the legacies of this past on the Chicago of today.
	Michael James <i>Geography</i>	
Alternative Healing in Chicago	Marcia Good <i>Anthropology</i>	Interested in finding your <i>manipura chakra</i> , using moxybustion to promote the flow of <i>qi</i> , or learning about the use of <i>rua or manzanilla</i> as medicinal herbs and how to cure <i>mal de ojo</i> or <i>susto</i> ? This course explores these healing practices, among others, from Chicago's different ethnic neighborhoods. Through a combination of field site visits, guest lectures and in-class activities, you will learn about Chicago's rich cultural heritage from the perspective of health, disease and healing. Several times during the semester, excursions to ethnic neighborhoods will provide students with the opportunity to experience the unique culture of a community and observe the role of healing practitioners. Some of the topics we will cover include <i>ayurvedic</i> medicine from India, <i>unani</i> medicine from the Middle East, acupuncture from China, herbal remedies and sobadas from Latin America. Students will keep a detailed field journal, combining text and images, as they observe and interact. During the quarter, students will reflect on their field experiences and gain additional knowledge through guest lectures, readings, and in-class discussions.
Appreciating Beauty in the City	Elizabeth Millán Brusslan <i>Philosophy</i>	In this course, we will visit several important landmarks and discuss their aesthetic value. We shall use the city as our text and consider the city of Chicago as a kind of work of art. Since to fully appreciate anything at all, it is necessary to know something about its history and genesis, we will spend some time studying the history of Chicago, with a focus on the people and events behind the current layout of the city. In addition to introducing you to the city, this course will also serve as an introduction to philosophy, in particular to the branch of philosophy that deals with issues concerning beauty, that is, aesthetics. We might all agree that the view of the Chicago skyline from Buckingham Fountain or the view of the river from Michigan Avenue and Wacker Drive is beautiful, but why do we agree? What makes a given thing or collection of things beautiful? Is a more diverse city a more beautiful city? Is a more beautiful city a more valuable city? In this course we shall explore such questions as we explore the city of Chicago.

<b>Boss Daley &amp; Chicago's Architecture</b>	Paul Jaskot  <i>History of Art &amp; Architecture</i>	<p>This course focuses on the architectural and urban planning initiatives fostered by Mayor Richard J. Daley (1955-1976). Under Daley's administration, the aging Chicago Loop was renovated and expanded with such new prestige corporate structures as the First National Bank Building along with massive public commissions like the Chicago Civic Center. Whole streets were designated as part of Daley's plans as were entire districts especially on the near South and West Sides. From public housing to monumental corporate architecture, Daley's administration oversaw one of the largest building booms in Chicago's history. This course is structured to analyze and question the role of political patronage in the development of Chicago's architectural and urban environment. Students will be asked to analyze specific sites and buildings both in the classroom and in the field, to grapple with the history of Daley's tenure as Mayor, and to investigate critically the relationship between architecture and politics.</p>
<b>Chicago Blues</b>	Michael Roberts  <i>College of Science &amp; Health</i>	<p>Rock 'n roll, reggae, funk, R&amp;B, hip hop, and rap would not be what they are – and possibly not exist – without their foundation: the blues. Affectionately known as “the blues capital of the world,” Chicago has arguably the richest blues heritage in the world. As a product of the Great Migration, African-American blues players – mostly from Mississippi – flooded to Chicago for a better life. The austere urban environment evolved their blues style: into a rougher, faster, more aggressive sound than what they played in their Delta home. This course will provide students with an opportunity to explore the city through at least five different neighborhoods that exhibit Chicago's blues culture. Music, DVDs, articles and video clips will support class discussion about the relationship between Chicago and the blues.</p>
<b>Chicago Dancing</b>	Linda Kahn  <i>Theatre</i>	<p>Diversity has strong presence in the dance community in Chicago. Students will understand the city of Chicago through the study of this rich diversity in various neighborhoods through stimulating observation, thought provoking discussions with an experiential learning approach. Excursions include Hubbard Street Dance Chicago, Thodos Dance Company, Joffrey Ballet Chicago, Homer Bryant's Multicultural Dance Center, the historical Auditorium Theater and Athenaeum Theater in Lakeview. Students will grow in critical and creative thinking skills, observe rehearsals, attend a Chicago dance concert, have meaningful in person conversations with Chicago choreographers and dancers to deeply understand Chicago history and diversity. We will learn about the Chicago 1893 Columbian Exposition through the award-winning story ballet “The White City” choreographed by Chicagoan Melissa Thodos and Ann Reinking.</p>
<b>Chicago Latina/o Writers</b>	Susana Martinez  <i>Modern Languages</i>	<p>This course explores the Latino communities of Chicago by taking an interdisciplinary approach to literature and popular culture. We will explore the important presence and contributions of Latinas and Latinos in the social, cultural, economic, and political development of Chicago. We will study issues of cultural identity, language, gender roles, and sexuality in the novels, poetry, essays, and short stories of such noted Latina writers as Sandra Cisneros, Ana Castillo, and Achy Obejas. We will learn about the similarities and differences among Chicago's Mexican, Puerto Rican, and Central American communities.</p> <p><i>While no knowledge of Spanish is required, if you are planning to take this Explore 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>Chicago Literature: Now &amp; Then</b>	Salli Berg Seeley  <i>Writing, Rhetoric &amp; Discourse</i>	This course will explore the work of contemporary Chicago writers set against the backdrop of the literature of the Chicago Renaissance. In order to introduce students to Chicago’s active literary community in its various forms and locations, we will attend literary readings and performances in formal and informal spaces, e.g., independent bookstores, cafes, museums, libraries, galleries, college campuses, etc. Students will read iconic, iconoclastic, and contemporary Chicago literature, write their own creative pieces, and analyze fiction, poetry, and essays as well as the unique nature of each of the literary cultures we encounter. Students will also participate in a culminating class reading of an original piece written during the quarter.
<b>Chicago Marathon</b>	Casey Bowles  <i>First-Year Program</i>	The Bank of America Chicago Marathon has been in existence for more than 35 years and has gone through various sponsors, event names, and stretches when its livelihood seemed in peril. Last year, over 37,000 people conquered the 26.2 mile odyssey with over one million spectators there to cheer them on. This course will provide you with the opportunity to learn how an event of this magnitude is organized, explore what motivates people to run a race of this distance, and become familiar with various neighborhoods in Chicago that host runners along the course. Students will volunteer on race day as well!
<b>The Chicago Renaissance in Literature &amp; Art</b>	Keith Mikos  <i>English</i>	The Chicago Renaissance refers to a period of intense literary and artistic production emerging in Chicago after the Great Fire of 1871. Progressive novels, bold poetry, murky paintings, striking sculptures, and pioneering architecture together tell the story of a gritty, industrial, “city of big shoulders” that seemed to threaten the surrounding Midwestern prairie landscape, with its romantic veneration of nature and traditional small-town values. This course will examine a number of important Chicago-based authors and artists who shaped this era and the city’s artistic identity. We will read, view, and discuss a wide range of expressive forms—novels, poetry, painting, sculpture, architecture—to gain a deeper understanding of how Chicago has been artistically portrayed. More importantly, we will walk the city that inspired these artists, traveling in their footsteps to consider some of the locations that were important to them, and visiting a number of landmark institutions important for Chicago artists.
<b>Chicago Stories: Reading &amp; Writing the City</b>	David Welch  <i>English</i>	Storytelling plays a vibrant role in Chicago’s cultural history. From 20 <sup>th</sup> -century luminaries such as Gwendolyn Brooks and Nelson Algren to contemporary institutions including 826CHI, Louder Than a Bomb, and StoryCorps, how Chicagoans detail and share their experiences has been intricately tied to how they live. “Chicago Stories” allows students to embrace this rich tradition as they explore various forms of storytelling and its local venues in order to reveal how the art form enriches and reflects their experiences as students in and students of Chicago.
<b>Chicago’s Architecture</b>	Joseph Socki  <i>History of Art &amp; Architecture</i>	This course is about learning to understand and appreciate Chicago’s architecture—the techniques and styles in which buildings are made, their functions and how they are a part of the city’s history. To learn these things we take walking tours each week, look at buildings first hand and talk with experts. We examine the lives and works of America’s most famous architects and visit many of Chicago’s neighborhoods. We take a trip to Oak Park, tour several of the city’s most important architectural monuments, and give our field experiences depth by reading and discussing issues such as how and why architects design buildings, and how the buildings they design affect people.
<b>Chicago’s Black Cultural Renaissance</b>	Amor Kohli  <i>African &amp; Black Diaspora Studies</i>	Although the explosion of new African American artistic creativity that was centered in Harlem has had the lion’s share of the press, as it was winding down there was a comparable flowering of black cultural activity in Chicago that began during the 1930s. As Chicago’s black population soared in the early part of the 20th century due to the “Great Migration” of blacks from the South, there arose with it a powerful body of cultural work in literature, music, and dance that reflected the formation of the new community that would become known as “Bronzeville.”

		The upheavals that would coincide with the growth of black Chicago – labor struggles, racial unrest, the Great Depression, World War 2, crumbling social conditions – would all have a lasting effect on this cultural development. Drawing on new innovations in culture and in social science, this period from the 1930s to the 1960s is an important chapter in the history of Black Chicago.
<b>Chicago's Music Scene</b>	Joseph Clark <i>Music</i>	This course introduces students to the diverse musical offerings in the Chicago metropolitan area. Students will learn about the wide variety of music- and arts-related activities across many genres and musical styles. In addition to regular excursions to music venues throughout the quarter, class discussions will focus on topics central to understanding Chicago's music scene in both its historical and contemporary contexts. Topics will focus on the relevance of the music industry as it relates to musicians, industry professionals, educators, and patrons; including fandom, race, gender, historical changes, music criticism, and current industry developments. Genres will span the diversity of the Chicago music community, including blues, folk, hip-hop, jazz, musical theatre, opera, rock, Western art and classical music, and various music of the world. Sessions will include lectures, open classroom discussion, and guest speakers.
<b>Chicago's Spoken Word Performers</b>	Stephanie Howell <i>Communication</i>	This class is designed as an introduction to Chicago's exciting spoken word performance scene. You will attend spoken works/word performances representing a variety of styles, cultures, and venues. By studying the stylistic and cultural diversity of Chicago's spoken works/word community, students will learn more about the rich community life of DePaul and the city at large.
<b>Contemporary Art in Chicago</b>	Mary Jane Duffy <i>Art, Media &amp; Design</i>	Chicago's visual art scene is varied and vibrant. The Hairy Who, Nonplussed Some, and False Image were self-titled groups of painters and sculptors who gained national recognition during the '60s for their distorted figures, bright colors and irreverent attitudes. Since then art in Chicago has continued to develop and expand into an internationally recognized art community. This class will focus on Chicago art from the 1940s to the present: its major artists, influences, collectors, critics, and institutions. We will study the influence of art history, geography, politics and cultural movements on the development of a Chicago style. Students will explore Chicago art through lectures, readings, discussions, and field trips to some major museums, galleries, public and private collections with a focus on painting and sculpture by local artists.
<b>Crime, Business &amp; Politics in Chicago</b>	Noel Barker <i>Sociology</i>	Getting money and power in Chicago – What are the rules of the game and how have paths to success changed? What becomes of those left behind in the scramble? Quite a tale has been told in Chicago. We will be talking about a terrorist bombing for which innocent people were executed. How the Field, McCormick, and Pullman fortunes were created in struggles against their workers. May Day became the day of international working class solidarity but was forgotten in the city that founded it. Chicago's ethnic diversity was fought by racist mayor Levi Boone. Chicago is the place where even the World Series was fixed. Nowadays airport contracts are more lucrative than brothel payoffs. Nelson called it a hustler's town. Mike Royko said the official motto of "Urbs in Horto" (City in a Garden) should be replaced by "Ubi Est Mea?" (Where's Mine?) Hip-hop calls it "getting paid." We learn how Chicago does it.
<b>Cultural Zones of Islamic Chicago</b>	David Akbar Gilliam <i>Modern Languages</i>	Americans, and many others worldwide, associate Islam with the Arabic language and Arab culture. Yet four nations in South and East Asia are home to more than 40% of the world's Muslims. In the United States, and especially in Chicago, we often associate Muslims with Arab, Indian and Pakistani communities. But African Americans comprise between one fifth and one third of Muslims in the United States, and Chicago is home to the

		<p>nation’s largest concentration of African American Muslims. In “Cultural Zones of Islamic Chicago” we will explore the origins and development of four Muslim communities: African American, Arab, Bosnian, and Indian/Pakistani. These communities trace their roots to three continents – Africa, Asia and Europe. How have these Chicago communities managed to survive and thrive, despite the adverse conditions of migration – voluntary or forced; culture shock and discrimination in a new homeland; and a contemporary world where a Muslim identity may put any individual at risk, whether he or she resides in Cairo, Damascus, Paris or Chicago?</p> <p><i>While no knowledge of Arabic is required, if you are planning to take this Explore Chicago course, now could be the perfect opportunity to learn Arabic or to develop your existing Arabic skills by taking a concurrent Arabic 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>The Digital Divide</b>	<p>Terry Steinbach</p> <p><i>Computing &amp; Digital Media</i></p>	<p>This course explores the social issue that refers to access to Information and Communications Technology (ICT). Initially this digital split was defined as access to the Internet (late 1990s) and centered on racial and socio-economic differences. Today, we’re looking at a different kind of divide. Access has increased through the use of smartphones, but there are large differences in quality of connection, affordable cost, and intent (entertainment or empowerment). We’ll also look at the difficulties that Americans with disabilities face. We will visit organizations in a multiple neighborhoods to see how the City of Chicago is trying to bridge the divide.</p> <p><b>Note: Open only to students participating in the CDM learning community.</b></p>
<b>Diverse Faces of AIDS: Prevention Education Treatment</b>	<p>Nancy Abbate</p> <p><i>Sociology</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>
<b>Drama in Chicago</b>	<p>Michael Williams</p> <p><i>English</i></p>	<p>With over two hundred professional companies representing its diverse culture, Chicago is often called the most vibrant theatre city in America. The well-known English critic, Michael Billington, referred to Chicago as the “current theatre capital of America”, attributing its success to a “mix of raw energy and refined aestheticism” (<i>Guardian</i>, 2004). In this course we will explore this exciting theatre scene by attending productions at a variety of Chicago’s theatres serving different audiences and communities and by reading the texts of some of the plays we attend. Through the performances and the connected readings on Chicago theatre history and performance theory, we will learn about the histories of particular Chicago theatres and the relationship between Chicago theatre groups and the communities they serve, and experience some of the pleasures—and problems—of live performance.</p>

<p><b>Explore Chicago through Its Libraries</b></p>	<p>Lucia Marchi <i>Modern Languages</i></p>	<p>“Libraries are the memory of mankind” (Goethe). Inevitably, the complex history of a diverse metropolis such as Chicago is reflected in its book collections. This class aims to read some of this history by exploring different city institutions. After a short introduction on the function of libraries and archives, the students will be exposed to four institutions that serve a wide variety of readers and neighborhoods. The DePaul Richardson Library tenders to the needs of an academic community in Lincoln Park, while also preserving the memory of its founders through the Vincentian collection. The Chicago Public Library represents the American effort at democratizing culture according to its core political and ideological principles. We will explore its Albany Park branch, devoted to a changing Latino and Korean community. An important piece of civic history, the Chicago Black Renaissance, shapes the mission of the Center for Black Music Research, hosted at Columbia College. At the Newberry Library, a independent research library open to the public, students and scholars can explore local and European history, and discover the history of the book through its beautiful manuscripts and early imprints.</p>
<p><b>Exploring the Renaissance in Chicago</b></p>	<p>Paula McQuade <i>English</i></p>	<p>In this course, we will use the considerable resources of Chicago—its museums, architecture, musical societies and theaters—to deepen our understanding of the early modern period. The course will be divided into four units: Renaissance Art, drama, music, and architecture. In our unit on Renaissance painting, we will use the Art Institute’s considerable resources; when we study Renaissance theater, we will attend performance of a Renaissance play by a Chicago theater company. We will explore Renaissance music by attending a concert of early music and we will complement our study of Renaissance architecture by exploring the use of Roman Renaissance architecture by Chicago eastern European immigrants when building Chicago churches. Throughout, we will ask such questions as the following: How is the early modern period central to Chicago’s identity as a world-class city? Why did the “founders” of Chicago’s arts and cultural community actively seek out the resources and culture of the early modern period? What are the “uses” of the European Renaissance to Chicago?</p>
<p><b>German Chicago</b></p>	<p>Birgit Geigerhilk-Downs <i>Modern Languages</i></p>	<p>The establishment of a German or German-American presence in Chicago, which includes German-speaking Jews, is synonymous with its development into the city it is today. Yet visible indicators of this presence and the contributions German-Americans made are difficult to spot. Through site visits, critical readings and viewings, as well as written reflections and discussions, we will probe the complex history of this group, noting their achievements and reactions to history, while wondering if the architecture and art of the Loop area, home to German-government outreach organizations in the sectors of business and culture, are replacing the German-American presence with a wholly German one.</p> <p><i>While no knowledge of German is required, if you are planning to take this Explore Chicago course, now could be the perfect opportunity to learn German or to develop your existing German skills by taking a concurrent German 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>
<p><b>Healthcare in Chicago</b></p>	<p>Judith Singleton <i>Health Sciences</i></p>	<p>This course is designed to begin a conversation about health and healthcare in the city. Through readings, discussions and field trips, you will begin to explore the concept of health and the various ways it can be considered. Along the way you will address several important questions: What does it mean to be healthy? What does it mean to be ill? What resources are available to keep us healthy or return us to health? <i>Healthcare in Chicago</i> will provide you with an opportunity to explore healthcare careers and their impact on individuals and communities. <b>Note: Open only to students participating in the Pathways learning community.</b></p>

<b>Jewish Chicago</b>	Daniel Kamin <i>International Studies</i>	This course will give students a multicultural perspective on two communities that have been at odds for the past century over the issue of sovereignty in Palestine/Israel. Despite the apparent conflict with respect to this issue, these two communities are both significant minorities amongst the diverse ethnicities, races, and religions that make up Chicago. Both immigrant communities have established solid foundations in metropolitan Chicago and both contribute to the multicultural diversity of the area. As neither community is homogeneous, the diversity within each will also be covered. A primary purpose of the course will be to explore avenues of commonality between these two communities in order to promote rapprochement/reconciliation between them.
<b>Justice in the City</b>	Sonia Antolec <i>Political Science</i>	This course will give students an inside look at the Chicago Juvenile and Adult Criminal Justice Systems by traveling throughout the city and taking first hand tours of our city’s courthouses, jails, and police department, among other locations. 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 class excursions and what they learned from the guest speakers of how our modern justice system works or is flawed 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>Photographing Chicago Landscapes</b>	Tom Denlinger <i>Art. Media &amp; Design</i>	“Landscape” has multiple meanings. Traditionally it has meant the natural environment as seen and considered by human beings. Landscape is a construct, a human perception that cannot exist without us. Today the term broadly encompasses everything seen in the world around us, both natural and “built.” Cities, too, are landscapes, the quintessential human remaking of the natural world, and they define themselves by the structures we build. What do the buildings and infrastructures, decorated by history, teach us about Chicago’s roots, its present and its future? In class we will study the physical, architectural, social and cultural histories of several Chicago neighborhoods, such as the Loop, Gold Coast, Lakeview, Lincoln Park and others. How has the use of the land changed over time? How has the visual appearance of the built environment evolved? First-hand observations, aided by the camera, will be our starting point. Photographs remember everything and may later confirm our notions or invite a re-evaluation. With pencil and camera, we will walk the streets gathering impressions and interviewing residents. Readings, viewings, guest speakers and, primarily, <i>first-hand observation</i> will provide context for the neighborhoods we explore and study. 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.
<b>Plants, Chicago &amp; the Rest of Society</b>	Anthony Ippolito <i>Biological Sciences</i>	Come explore the engaging, wonderful, and exotic world of plants! What are plants? How do plants get on with life? How are plants integrated into every aspect of our lives? Our very existence is dependent on plants! This course is designed for non-majors with little to no experience with plants. Plants are dynamic and interesting creatures and are an integral part of our society. We will study plants via lecture material, readings, and various field trips to Chicago area museums, conservatories, and business establishments in which plants are the products. By using these Chicago area resources as a teaching tool, you will gain an appreciation of the variety of exhibits available in Chicago and their educational importance and beauty. We will cover plant evolution, anatomy, reproduction, economic and social importance.

<p><b>Polish Immigrants in Chicago: Then &amp; Now</b></p>	<p>Jason Schneider <i>Writing, Rhetoric, &amp; Discourse</i></p>	<p>This course will explore the world of Polish immigrants in Chicago, both historically and in the present. Poles are currently the second-largest immigrant group in the Chicago area, and they have been a key immigrant/ethnic group since the second half of the 19th century. For these reasons, there is a rich story of how this community has grown and evolved over the decades, and of how Poles continue to contribute to Chicago's economic and cultural development. Throughout the academic quarter, we will focus on specific city neighborhoods and institutions that have been central to Polish life. In addition to reading about these topics, we will tour areas of the city and visit with representatives of the Polish community. As the course progresses, we will focus on Polish immigrants' present-day lives, ambitions, and challenges. By the end of the quarter, you will have a thorough understanding of one particular group's past and present experiences, and you will have learned a series of frameworks that can be applied to other immigrant/ethnic communities.</p>
<p><b>Puerto Rican Chicago</b></p>	<p>Lourdes Torres <i>Latin American &amp; Latino Studies</i></p>	<p>This course seeks to introduce first year students to Puerto Rican culture as it manifest in Chicago. We focus on the history and ongoing evolution of the Puerto Rican community in Chicago. We examine the transnational migration history and current situation of this community and the ways in which migration continues to shape the social, cultural, political and economic landscape. We study how the community has organized and is fighting gentrification. We will visit and study the making of what is known as Puerto Rican Humboldt Park. Students will learn about the community through visits to its cultural institutions, discussions with community leaders, and literary and academic readings by/about Puerto Ricans in Chicago.</p>
<p><b>Read &amp; Walk Chicago</b></p>	<p>Chris Green <i>English</i></p>	<p>We will not only read some of the most important Chicago literature, but we will also walk the places and spaces at the heart of these writings. We will explore a range of contemporary Chicago works about a variety of themes as diverse as urban nature and youth violence. We will also read books from classic Chicago writers such as Nelson Algren, Stuart Dybek, and Alex Kotlowitz. These different voices share common themes about Chicago's immigrant experience, diversity, work life, and influence on those who grow up and grow old in the city. You will read critically and creatively, at times analyzing the texts' style and themes, and at others using the texts as models for creating your own poems, short story, and essay about Chicago. Furthermore, we will venture into the city—taking inspiring walking/writing tours.</p>
<p><b>Representatives &amp; Representation in Chicago</b></p>	<p>Zachary Cook <i>Political Science</i></p>	<p>This course examines local, state and federal representation of Chicago's diverse neighborhoods. Students investigate what concerns Chicago constituents have, who represents them, and what those representatives do in Chicago and in Washington DC. The class first focuses on the nature of representation and the process of drawing congressional district lines. Next we examine some of the different communities and issue concerns of the Chicagoland area. We will be inviting multiple local elected officials and staffers to give presentations on their constituents and how they serve them in office.</p>
<p><b>Sculpture in Chicago</b></p>	<p>Margaret Lanterman <i>Art, Media &amp; Design</i></p>	<p>After the Great Fire, Chicago rebuilt itself into one of the world's grandest cities. Sculpture has been a key ingredient in that greatness. Learn how sculpture has worked to shape history and reflect the city's Midwest and immigrant values. Discover what motivated the movers and shakers of this youthful town to recruit talented sculptors from around the world. Politics, financial secrets, altruism and heroic far-sightedness all played a role in moving Chicago from the mud of a wild, provincial town to the sophisticated world-leader that it is today. Sculpture is one lever that has kept that progress moving forward.</p>



<b>Segregation &amp; Racial Change in Chicago, 1890-Present</b>	Mark Wodziak <i>Sociology</i>	<p>Through historical and contemporary readings and student experiences and knowledge, we will explore the social forms of overt, unintentional, covert, direct and indirect, systematic and subtle discrimination. The period from 1890 to present will be our timeframe to analyze and measure the indicators associated with racial change in Chicago. We will examine the processes of white flight, redlining, block-busting, panic peddling, soliciting, and racial attitudes and prejudice. Demographic data will be used to bring alive for students patterns and forms of segregation and boundary maintenance among a set of inner city neighborhoods and residents of Chicago. These data will provide for students the opportunity to map social distance, determine where physical and cognitive maps demarcate racial change, and locate areas experiencing signs of racial change (e.g., housing, schools, business etc.).</p>
<b>This Old Chicago House</b>	John Burton <i>History</i>	<p>This course will use the material culture of Chicago homes to understand the changing nature of how people have lived in Chicago. Old houses have fascinated people—many people go visit house museums, some try to decorate their homes to look like the past, and retro products continue to fill home design centers. Moreover, interest in historic homes has gone beyond visiting them—reality TV shows like 1900 House and Colonial House have actually placed people into historic environments and left them to fend for themselves. In this course we will visit a several historic homes and neighborhoods in the Chicago area to get a sense of the change in various people’s lifestyle from the 19th to the 21st centuries. We will also consider the nature of houses today and think about what we have in our homes tells us about ourselves.</p>
<b>Tribal Chicago: Alternative Spiritual Subculture</b>	Jason Winslade <i>Writing, Rhetoric, &amp; Discourse</i>	<p>As our world becomes increasingly secularized, more individuals have turned away from mainstream religion in favor of alternative spiritual practices focused on experience, encompassing everything from yoga and meditation to trance music. Chicago, with its history of global and religious exchange, reaching back to the 1893 Columbian Expo and the World Parliament of Religions, combined with its diverse population of cultural and spiritual seekers, is a seminal site to trace this process in America’s cultural history. Chicago is the home of countless yoga studios, meditation and healing centers, a thriving underground of “conscious partiers” who eschew drugs and alcohol in favor of spiritually-tinged dance floors, a rich and diverse world music and belly dance fusion (also known as urban tribal) scene, and an active Burning Man community (known as Burners), which encompasses visual artists, “flow” artists who perform with fire and glow toys such as hoops and poi, and activists. In Chicago, the crossover between these groups is significant, forming a loose community held together by notions of spiritual fulfillment, self-actualization, and the desire to perform and connect with each other on deep, intimate levels. In this class we will study and engage with these groups and individuals in the classroom and at various venues, ranging from healing centers to alternative kitchens to dance “temples.” We will discuss what constitutes “spirituality” in these urban contexts, particularly the tendency for individuals to combine aspects of mainstream Western religions with Eastern spirituality, neo-shamanism, Paganism and occultism, creating a personal mélange of faith and practice. Intricately related to these discussions are issues of cultural appropriation, diversity and representation. We will also address the civic and social responsibility these groups take on, addressing the political efficacy and activism associated with Chicago’s consciousness culture.</p>
<b>Underground Music Culture in Chicago</b>	Daniel Makagon <i>Communication</i>	<p>In an effort to understand better how creative cultural production is central to Chicago (spatially and symbolically), this course will focus on contemporary forms of underground (or bohemian) culture in Chicago. We will explore the ways in which various underground cultural practices function as both important sources of local identity and an opportunity to put Chicago on a larger creative map. Students will study a range of underground cultural</p>

		<p>practices in Chicago (e.g., alternative rock, rap, reggae, and techno music production and night clubs), alternative media outlets (e.g., radio stations and fanzines), and public art (e.g., graffiti and murals). Additionally, we will investigate how underground cultural producers develop relationships with city officials or resist official forms of support (or co-optation). We will take fieldtrips to a variety of sites and discuss the issues with guest speakers. The course will ultimately introduce students to a variety of theoretical issues about urban life, communication and culture, city politics, and community as well as the aesthetic and business practices of people who are involved with such issues vis-à-vis the production of culture in Chicago. In an effort to extend the experiential features of this course all major course assignments will require students to underground cultural spaces and practices in Chicago. These assignments will allow students to explore places alone, with a partner, or in a small group (depending on each student's interest).</p>
<p><b>Windy City Politics in Action</b></p>	<p>Nicholas Kachiroubas <i>School of Public Service</i></p>	<p>Students taking this course will explore the world of politics within Chicago and gain an understanding of the structures of government that make up the larger governmental system in which “things get done.” Particular focus will be on the City of Chicago; Cook County; and State of Illinois exploring each system of government and the major policy issues that each unit of government is currently dealing with. Students will learn about the interactions between the various levels of government and how they complement and compete with each other for resources. As a culminating learning experience, students will participate in a team project where they become specialists about a particular ward within the City of Chicago. A variety of guest speakers and visits will be arranged to allow students to hear firsthand from political reporters and elected leaders including a visit to Chicago City Hall and the City Council Chambers.</p>
<p><b>Women in Chicago Theatre</b></p>	<p>Laila Farah <i>Women's &amp; Gender Studies</i></p>	<p>Chicago is known nationwide as a thriving center of live theatre. Literally hundreds of home-grown theatre groups operate in Chicago, from the many new groups started by young theatre artists to internationally renowned companies such as the Goodman, Court, and Chicago Shakespeare. Students will learn how theatrical productions are selected, rehearsed, designed, and performed. We will also experience its present state, through research, visits with local theatre professionals, and trips to theatres. We will be focusing on attending original work and plays produced and directed by women and underrepresented theatre professionals, including performance artists. Through these activities, students will witness how Chicago's diversity is truly reflected in its theatre companies and productions.</p>