



Course	Faculty	Description <span style="float: right;"><u>NOTE: Immersion Week begins Monday, August 29</u></span>
<p><b>The Business of Helping: Not-for-Profits in Chicago</b></p>	<p>Melissa Markley <i>Marketing</i></p>	<p>What do you think of when you hear “not for profit”? Most people would say a Red Cross blood van or a pet adoption center. This class challenges that perspective by taking an in-depth look at the variety of NFP’s around the city of Chicago. Through site visits and in-class discussions, students will have the opportunity to learn more about local Chicago nonprofit businesses and the multiple stakeholder groups involved with each. By meeting the leaders, civic-minded volunteers, charitable giving representatives from for-profit businesses, and the people each group seeks to support, students will gain a broad understanding of all it takes to make a non-profit successful. During the class, we will explore the environmental, social, economic and political challenges facing charitable organizations located in Chicago. Additionally, we will learn first-hand about the areas and people served across Chicago’s many diverse areas.</p>
<p><b>The Chicago Street</b></p>	<p>Bob Rotenberg <i>Anthropology</i></p>	<p>The street is where the soul of the City is displayed. Imagine ambling through Chicago’s downtown, neighborhoods, parks, and shopping malls, observing the people, searching for signs of history and community. Street walking is the learning style of choice of some of the 19th and 20th century’s greatest writers and thinkers, Poe, Baudelaire, Benjamin, and others. The French even have a special name for someone who walks through the city, open to sights and sounds of life around them. They call such a person a <i>flâneur</i>. The instructor supplies the historical resources for you to learn the stories along the street. To explore Chicago in this way is to celebrate loitering as the best and truest form of discovery. During the immersion week, students working in small teams will begin by choosing a starting point and a destination somewhere in the city. On subsequent days, the teams will explore the route between the points. They will carry notebooks for journaling as they walk. Each day, the students will be asked to respond to specific questions in their notebooks. During the term, the students will read and discuss the writings of other street explorers. They will use their journals to write short descriptions mirroring the styles of the writers they read. The emphasis in this part of the course will be on the emotional reaction of the writer to the city, a feature of style known as tone. This might include the nonchalant, the blasé, the pseudoscientific, the naïve, the romantic, and many others.</p>

<p><b>Chicago's Music Scene</b></p>	<p>Joe Clark <i>School of Music</i></p>	<p>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 the excursions taken during Immersion Week and throughout the Fall 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.</p> <p><b>This section is open only to School of Music students.</b></p>
<p><b>Chicago's Nobel Prizewinners</b></p>	<p>Adam Steele <i>Computing &amp; Digital Media</i></p>	<p>Chicago has been home to more Nobel laureates than any other city in the world. The aim of this course is to examine the city and its environs through a selection of the exceptional people who have made this city their home. Hyde Park has hosted a number of laureates, because of the University of Chicago's pre-eminence in Physics and Economics. Enrico Fermi (Physics, 1938) and Werner Heisenberg (Physics, 1932) were both instrumental in the birth of the atomic age, part of their respective countries' attempts to create the atomic bomb. Myron Scholes' (Economics, 1997) theories on options pricing created the intellectual foundation for the Options and Futures markets that have been an important part of Chicago commerce. Bertrand Russell (Literature, 1950), visiting professor at U of C 1938 to 1939, was instrumental in the founding of the Pugwash movement that won the Peace prize in 1995. Another recipient of the Literature prize (1954) was Ernest Hemingway, born and raised in Oak Park on the city's western edge. And, of course, Chicago's most recent recipient (Peace, 2009) now makes his home at the White House.</p>
<p><b>Chicago's Urban Agriculture</b></p>	<p>Hugh Bartling <i>Public Policy Studies</i></p>	<p>The words "farm" and "city" are often thought of in opposition. Cities are sites of industry and consumption whereas farming is an activity associated with rural environments. The traditional dichotomy between the city and the farm, however, is not so straightforward. There has always been agricultural production within Chicago's boundaries since the city's 19th-century incorporation. Furthermore, processes of agricultural production occurring <i>outside</i> the city's boundaries have had a dramatic impact on urban development <i>inside</i> Chicago. One of Chicago's most famous literary figures, Carl Sandburg, famously invoked this idea of urban-rural integration in his ode to the city, describing Chicago as the "hog butcher for the world" and a "stacker of wheat." This course explores this urban/rural ambiguity throughout Chicago's history by looking at these two basic themes: the conduct of agriculture within the city and its immediate environs; and the city as a conduit for agricultural processing, distribution, and trade—activities that shaped its social and physical landscape. We also examine the city's burgeoning financial sector—in particular the development of the commodities markets—and recent attempts to integrate farming as part of</p>

		community efforts to make Chicago more sustainable, to live up to the city's motto, <i>urbs in horto</i> , a city in a garden.
<b>Community Health Initiatives</b>	Judith Singleton <i>Health Sciences</i>	The purpose of this course is to introduce students to a wealth of community health resources afforded to Chicagoans but also to inequality and health disparities in neighborhoods. The class places emphasis on health and health disparities and how these issues coincide with neighborhoods and race, class, gender, place, space and location. Through strategically selected readings and course discussion of topics that compare larger 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. We will also think about the how these health issues reflect wider social, political and economic challenges in our nation. The course is organized to place particular emphasis on methods of conducting secondary research in order to fulfill the research paper requirement. Immersion Week will consist of site visits to health organizations in various neighborhoods and communities in the city of Chicago. It will be an opportunity for students to learn about the diversity of health issues and challenges in the city, which are often dictated by neighborhood location and community access to resources. The site visits represent a foundation for the themes covered throughout the course.
Recommended for students in the CSH Pathways Honors Program.		
<b>Frank Lloyd Wright</b>	Cheryl Bachand <i>History of Art &amp; Architecture</i>	This course explores Frank Lloyd Wright and Chicago architecture. It studies the invention of the skyscraper and how new ideas and methods influenced Wright. The class uses walking tours to learn about late 19 <sup>th</sup> -century Chicago and tours a Frank Lloyd Wright-designed Prairie Style home. Visiting early Chicago houses also illustrates how radical Wright's home design was and how much it influenced the way modern houses look and function. The course uses readings and research, videos and discussion to evaluate Wright's place in modern architectural history and his profound effect on building types such as the home, the church, the museum and the office building.
<b>Free Speech &amp; the Free Press in Chicago</b>	Jason Martin <i>Communication</i>	Chicago has had a complicated relationship with the First Amendment freedoms of speech and press. The city has been home to events that generated landmark Supreme Court cases, Pulitzer Prize-winning public affairs journalism, a publishing empire that challenged conventional notions of free expression, and prominent political protests, past and present. Few other locations have helped shape Americans' notions of the constitutional rights of free speech and a free press so consistently and importantly. In this course, students will examine how the city, its neighborhoods, and its diverse population have contributed to so many aspects of these freedoms of expression. Further, students will study the legal and moral basis of the First Amendment, and visit courthouses, community news organizations, and sites of free speech historic importance to connect conceptual knowledge to their first-hand experience. By the end of the course, students will better understand how speech and press freedoms contribute to a fully functioning democracy and the practical ways that those freedoms are exercised and challenged on a daily basis in Chicago.

<p><b>Poverty amidst Plenty</b></p>	<p>Michael Edwards <i>Liberal Arts &amp; Social Sciences</i></p>	<p>Food, shelter, healthcare, education, work... These are the five pre-conditions necessary for the “pursuit of happiness” that the Declaration of Independence identifies as each person’s “unalienable right.” Without them the pursuit of happiness risks becoming a hopeless, Quixotic quest. Yet not all Americans have access to these basic necessities. Some go hungry, some are homeless, some lack health insurance, some attend poorly funded and unsafe schools, some do not earn a living wage. Who are they—the poor and the near-poor? What are their lives like? What assistance is available to them? What more may be done to help them? What is the best solution—a free-market economy, government intervention, private charitable efforts,...? What obligation do I as an individual and we as a society have to help our fellow human beings? These are the issues and questions around which Immersion Week and the seminar component of the course will take shape. The issues that you the students choose to explore, the further questions that you generate, the research and the service that you undertake will add to this structure. During Immersion Week we will visit sites and community organizations addressing issues such as food access, housing, environmental justice and employment training in neighborhoods on the north, west and south sides of Chicago.</p>
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