

**DePaul University**  
**The First-Year Program**  
**Discover Chicago 2006**  
**Course Descriptions**  
**(Updated 21-April 2006)**

**African American Spirituality in Chicago**

**Dernard Newell, Religious Studies**

There are many ways that Chicagoans practice their religious beliefs. Some of the more familiar ways can be observed in Christianity, Islam and Judaism. Members of these three religions come from different social, economical, political, cultural and geographical diverse perspectives which results in the various ways the religions are practiced. African Americans practice their religious beliefs in each of the three religions. They bring a unique perspective to each because of their history in the United States. This course will look at Christianity, Islam and Judaism and how African Americans practice and express their spirituality in each.

**Architectural Preservation in Chicago**

**Mark Pohlad**

No other city in the world has more important modern architecture than Chicago. The skyscraper was invented here as was the wooden frame house. Architects such as Louis Sullivan, Frank Lloyd Wright and Mies van der Rohe produced dozens of masterpieces in Chicago. Yet, Chicago has a reputation for tearing down its most important buildings. We want to investigate why that is, and what has been done—what *can* be done—to save architectural treasures. We'll first look at the important buildings that remain by walking through the Loop, Oak Park, and in several different neighborhoods. Then we'll read, discuss and meet experts about issues surrounding lost and saved buildings. Learning about architecture is a great way of learning about Chicago in general. Learning about architectural *preservation* is a great way of learning about cities, culture and politics.

**Biking and Politics**

**Harry Wray, Political Science**

This class uses the bicycle to explore how modes of being influence political and social consciousness. All societies must confront the problem of moving people. Ours is distinctive in its singular commitment to the automobile in solving this problem. This resolution is rife with political, social, and environmental implications. These will be explored, first by using the bicycle as a means of transport, and then during the academic portion of the course, through reading, writing, and discussion. Chicago offers a number of interesting biking possibilities, each with their own set of challenges. During Immersion Week, several significant bike rides will be undertaken. Students in this class must have a bike, helmet, lock, and a hearty spirit. Several 30-40 mile bike rides are an integral part of this course. Enrolling students must be aware of, and prepared for, these challenges.

**Catholic Social Activism in Chicago**

**Joseph Pisano**

This course explores Catholic social activism in Chicago over the past century, focusing most intensively on the 1950s and 1960s. While examining local examples of social activism, it is also important to reflect on national and international circumstances that influenced Chicago's Catholic communities, especially the momentous changes brought about by Vatican II. Issues pertaining to race, ethnicity, and gender also combined to influence Catholic social activism in Chicago, making the inclusion of these factors in the course indispensable.

**Chicago Digital Divide: Building Bridges**

**Toby Arquette**

This course explores the social, economic, cultural, and political implications of the digital divide in the Chicagoland community. Through meetings with local government officials, civic community leaders, local business interests, and community technologies centers, students will develop an understanding and appreciation for the complexity of the Chicago social landscape within which digital technologies spread.

**Chicago Music Scene**

**Andrew Mall**

This course is designed to introduce students to the diverse musical offerings in Chicago. Students in this course will learn about the wide variety of music and arts related activities in the Chicago metropolitan area. The major focus of this course will be in the following areas: 1) classical, 2) jazz and blues, 3) musical theatre, 4) folk, 5) commercial music, 6) opera, and 7) various genres not covered by the other topics.

The course will cover the following aspects of music in Chicago: historical backgrounds, current musical trends, production techniques, management structure and organization, and culturally diverse regions of the city. Students will learn about the “behind the scenes” aspects of production and rehearsal.

### **Chicago Neighborhood Authors**

#### **Coleen Baldino**

This class explores Chicago’s neighborhoods from the writer’s perspective. We will discover new writers and rediscover classic figures in Chicago literature. We will workshop creative writing as we begin to explore our own place in Chicago neighborhoods and in the DePaul community.

### **Chicago Sound**

#### **Anuj Sarma**

A train whizzing by on the El, dolphins screaming at Shedd, drum beaters on Michigan Avenue - these are all examples of how sound produces a unique feel to the city of Chicago, via the stimulation of physical and psychological responses in people. However, sound is also a physical phenomenon, subject to the laws of science. In this course, students will explore our community via sound and learn how diverse areas of human activity - science, art, psychology, history, etc., can be impacted by the science of sound, and how this can be used to get a fuller picture of our community.

### **Chicago Wilderness**

#### **Barbara Willard, Communication**

This course examines the varieties of environmental activism that take place within Chicago. We will explore three types of activism: 1) environmental justice; 2) ecological restoration; and 3) environmental education. In the process of exploring this environmental activism, students will come to challenge the traditional understanding of "nature" and "wilderness." By visiting nature centers, restoration projects, and environmental justice communities, we will come to know those who live in the city are affected both psychologically and physically by environmental

### **Chicago Women's Activism**

#### **Ann Russo, Women and Gender Studies**

The purpose of this seminar is to introduce students to women’s and feminist activism in Chicago. You'll have the opportunity to learn about many Chicago-based women’s organizations and activists who live and work for personal, social, institutional, and political change in the Chicago metropolitan area, including at DePaul University. “Activism” is a broad term referring to active efforts to improve the conditions of people's lives; many of the activists we’ll learn about are involved in feminist, labor, civil rights, anti-war, and community-based organizing, community education, and service/volunteer work conditions.

### **Chicago: City on the Lake**

#### **Margaret Workman, Environmental Sciences**

This course will explore the interactions between Chicago and its physical environment. The first part of the course will focus on Chicago's physical geographic setting, geologic history, ecosystems, and water bodies. This will emphasize how the physical environment affected the location and development of the city of Chicago. The second part of the course will discuss the environmental impacts of Chicago's growth and development on its air, water and natural resources. This will emphasize how the city's growth, in turn, affected the physical environment. The immersion week will consist of a canoe trip of the Chicago River, a tour down the Illinois and Michigan Canal, a scientific boat excursion on Lake Michigan, a tour of the Stickney Water Reclamation Plant and a visit to the Chicago Botanic Gardens to explore the Chicago Wilderness. Students should bring sunscreen, a camera, and a zest for learning

### **Chicago's Public Art and Murals**

#### **Mark Elder, Art and Art History**

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 make some Art in a group project, but also reflect what they saw as valuable in their journey in and around the city.

### **Computer Game Development in Chicago**

### **Jacek Brzezinski, Computer Science**

This course aims to introduce students to one of the most exciting industries in Chicago, the computer games development industry. Through field trips to games development studios located in the Chicago area and discussions moderated by professional game developers from Chicago and DePaul alumni, students will learn about various aspects of the games development business. Career opportunities in Chicago and required skill sets will be discussed. Meetings with representatives of DePaul's gaming club, DEFRAG, will be arranged. Gaming tournaments organized in DePaul's game testing laboratory will give students opportunities to explore and evaluate the most recent games. The importance of computer graphics, artificial intelligence, programming languages and other fields of computer science will be discussed. Finally, the future role of Chicago as the mid-continent center of the games development industry will be discussed. **\*\*This course meets on Saturdays during the Autumn Quarter\*\***

### **Creating Artists in Chicago**

#### **Susie Giles, Art and Art History**

Opportunities to learn visual art abound in Chicago, through the city's world-class museums and schools, public art, and community-based organizations. This course introduces institutions and organizations that create Chicago's artists. These programs have evolved in diverse neighborhoods to fulfill the needs of those who want to study art. We will learn about how the arts bring together a community, raise common issues, and provide a means of expression and identity for individuals and their communities. Through field trips, readings, writings, and discussion, we will address the following questions: What opportunities for art education exist in Chicago? What is the difference between these various programs? How have they evolved to serve their communities? Through the study of the venues that create Chicago's artists, we will learn about the artistic landscape of the city.

### **Dying to Understand: Loss and Society**

#### **Leah Bryant**

#### **Death and the City**

##### **Sean Kirkland, Philosophy**

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.

### **The Diverse Faces of AIDS: Prevention, Education, and Treatment**

#### **Omar Jamil, Psychology**

#### **Gary Harper, Psychology**

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-).

### **Ethnic Media in Chicago**

#### **Hank Rodkin, Marketing**

This melting pot called Chicago provides a broad variety of communications for its diverse population. Whether it is Spanish radio, TV, or newspapers or Korean newspapers or Polish newspapers or any other of dozens of native language vehicles, Chicago media vehicles keep people on top of the news and feeling a bit like home with communications in several languages other than English. We will explore these media venues, their management, their

philosophies and their feelings about second and third generation audiences. We will learn what it means for newcomers to a strange new world to have a bit of their roots available to them in formats that are accessible, familiar, and reflective of their home culture. One of your responsibilities will be to understand this special media relationship, and to ponder the future as peoples assimilate into the melting pot called "Chicago."

### **Fun Times in the Windy City**

#### **James Janossy, Computer Science**

As a major urban area, Chicago is a city of several million people with a rich set of natural resources and a vibrant history of immigration. The city presents its residents with many opportunities to enjoy leisure time. The ways in which people have spent leisure time, and even the extent of it available to people, changed over the course of the twentieth century and was affected in part by the waves of newcomers arriving in Chicago from other parts of the world and the cultures they brought with them. This course examines life in the city from the dimension of leisure time and how city residents in the lower and middle socioeconomic classes spend it. The readings and lecture portion of the class are devoted to consideration of historical facts describing the city's population, immigration, immigrant population centers and assimilation, and the dominant forms of recreation in American society throughout the decades of the twentieth century.

### **Houses of Dreams: Chicago Theatres**

#### **Donald Ilko**

Houses of Dreams: Chicago Theatres is a class in which we visit a number of old movie palaces in Chicago's Loop, legitimate theatres (like Steppenwolf and the Goodman), and off-Loop theatres like TimeLine and Victory Gardens. The purpose of the class is to revel in the glories of 1920's architecture and see the changes and adaptations that have been made to theatres (so they can be used for stage shows) and to investigate newer theatre spaces and see what is being done when theatres are built today.

### **Italian-American Chicago**

#### **Daniela Cavallero, Modern Languages**

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.

### **Latino Immigration to Chicago**

#### **Juan Mora-Torres, History**

Latinos are the fastest growing ethnic minority in the United States and currently make up 11% of the population. Unlike other single group Latino communities around the country, Chicago has the most diverse Latino population in the United States. In addition to sizable Mexican, Puerto Rican, and Central American communities, there are smaller Latino communities from most Latin American countries. To best benefit from the rich cultural, political, and economic diversity of those communities, this course will explore the causes and effects of Latino immigration to the city through the eyes of the immigrants.

### **Love & Committed Relationships: Chicago Style**

#### **Tom Judge, Religious Studies**

Chicago is one of the world's great cities. People from many nations, cultures and religions come to Chicago in search of happiness and prosperity. They bring with them hopes for the future as well as customs and traditions of the past. In this seminar we will examine some of the ways people of Chicago meet, court, and marry or commit themselves in love. In our study, we will meet and talk with people whose custom is arranged marriage as well as those who opt for more individualistic methods of partner selection. We will discuss religious beliefs, gender roles and marriage with people of several races, religions and ethnic groups. The loving, committed relationships of homosexual men and women as well as the commitments of religious celibates will also be explored.

### **Mayor Richard J. Daley's Chicago**

#### **Benton Williams, History**

Richard J. Daley was mayor from the era of gangland violence, cattle yards, heavy industry and machine politics to Chicago's rebirth as a center of finance, culture, and modern architecture, even as other mid-western industrial centers declined sharply. As part of Daley's grand plan, Chicago built segregated project housing on a massive scale in one of the great failures of urban planning, the city added expressways, mass transit, a university (UIC), and the world's tallest buildings. Although the expressways and skyscrapers remain, the elder Daley's housing projects are being flattened by the younger Daley. We will explore old and new housing projects, old and new immigrant neighborhoods and meet residents, activists, and administrators, and we'll finish the week with a service project. Then, we'll read primary documents showing how the late mayor shaped the city, how immigrants and migrants dealt with their circumstances and other issues shaping a diverse city.

### **Neighborhood Bakeries**

#### **Matthew Dintzner**

Breads and other baked goods are as diverse as the cultures that produce them. A city rich in ethnic traditions, Chicago is full of neighborhood bakeries that are a mainstay of local cultures. From Cermak Road to Devon Avenue, one can sample a taste of many nations in a span of less than twenty miles. In all of its many forms, bread is fundamental to most cultures' cuisines, and the specific objective of this course is to explore the diversity of Chicago through the history and traditions of its ethnic neighborhood bakeries and baked goods. Reading assignments will be used as a springboard for discussion and for exploration of local ethnic fare.

### **One City: Two Tongues**

#### **Pablo Gomez, Psychology**

Chicago is a multicultural city where millions of people use other languages in addition to English. In fact, one could live and work in Chicago without ever learning to speak English. The goal of this course is to use Chicago as the scenario where the personal, cultural and political implications of multilingualism will be explored. Although most of the activities will be based on Spanish speaking communities, the issues that will be covered have implications for all bilingual communities in the city and the country. By the end of the course, students will be exposed to a variety of communities, and will have acquired an academic perspective to frame the experiential components of the course.

### **Performance in Chicago**

#### **Barry Brunetti**

The course introduces students to the variety of Chicago performances and venues as part of the traditional and alternative theatrical scene in the city. The true emphasis of the course, however, is an academic investigation into the definitions of "performance" and how this definition has changed through time. The work of the course combines both an academic look into the concept of performance and participatory workshop activities that allow students the opportunity to discover for themselves that performance is a meaning-making activity.

### **Religion and the Urban World**

#### **Tom Mockaitis, History**

The course explores religion as a dynamic force in specific Chicago communities and in the city as whole. Students study the belief systems of various religions and consider the ways in which beliefs motivate faith communities and individuals to serve the larger community in which they are situated. While study focuses on Judaism, Christianity, and Islam, the class also considers other faiths such as Ba hai, Buddhism, and Hinduism. The course is built around two themes: interfaith dialogue and service. Emphasis is on building tolerance and respect for diversity through mutual understanding. One way that such respect develops is through a shared sense of service. As one individual at a site we visited observed, we may not agree on what we believe, but we can agree on what needs to be done in the community that we share.

### **Sacred Spaces/Powerful Places**

#### **Siobhan O'Donoghue, Religious Studies**

#### **Richard Balentine**

How is it that some physical locations have deeper meanings-becoming symbolically powerful, sometimes "sacred," in persons' experiences? Who participates in these realities, who does not, and why? We'll explore places deemed to hold profound meaning, sometimes for individuals and sometimes for groups. We'll visit an array of places, including a museum about Chicago, an Indo-American cultural center, several ethnically diverse neighborhoods, a homeless shelter, a Catholic church, a prison, a nature center, and a cemetery. We'll think about the importance of place in a time of rootlessness, the role of ritual and memory, pilgrimage and worship, the stories of immigrants and the dispossessed, and a host of other ways that people experience places as significant. We'll document our explorations

through digital photos so we can revisit them throughout the quarter, connecting site visits with readings and discussions.

### **Southeast Asian Americans in Chicago**

**Anna Huynh**

This course explores Southeast Asian American culture within the city of Chicago. Through class meetings and discussions we will examine the history, role and function of each community as well as the contributions and challenges of each community. We will also discuss issues such as communication patterns, cultural identity, media representation, the acculturation process, and struggles in which first generation and second generation Southeast Asians might face. Throughout the quarter several readings, reflection papers, and projects will be assigned in order to assess your knowledge in each subject matter. In addition to what we learn in the classroom, we will also be taking several field trips which will allow us to explore each community individually. We will be meeting with community leaders, visiting museums, and eating foods associated with each culture and/or community. This course will also provide different methods to make studying easier, will familiarize you with DePaul campus resources, and will help you learn how to navigate through the city of Chicago using the public transportation system.

### **This Old (Chicago) House: Homes, Houses, and the Way People Live**

**John Burton, American Studies**

**Jane Baxter-Gordon**

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. Recently, interest in historic homes has gone beyond visiting them—reality T.V. shows like 1900 House and Colonial House has actually placed people into historic environments and left them to fend for themselves. In this course we will visit a variety of historic homes and neighborhoods in the Chicago area to get a sense of the change in various people's lifestyle from the nineteenth to the twentieth centuries. We will also consider the nature of houses today and think about what we have in our homes tells us about ourselves.

### **Wealth, Poverty, and God in Chicago**

**Mark Laboe**

What is the value of a human life and how do we measure it? Our society often measures success and value in purely economic terms. Yet, the Catholic tradition and other major faith traditions take different approaches toward understanding what it means to be successful, to have value, or to contribute to society. In this course, direct experiences of society's "wealth" and "poverty" will initiate reflection and conversation on questions related to human value, the nature of the human community, social responsibility, and one's own personal "vocation" or "calling" in life. During immersion week, students will engage in informational visits and/or service projects at such places as: a child welfare organization, other social service agencies serving populations in need, the trading floor of one of Chicago's major stock exchanges, a shopping mall, an organization working with the homeless, and a major law firm or other corporation.

### **Wild Chicago: Adventure and Survival in the City**

**Brian Patterson**

"Wild Chicago: Adventure and Survival in the City" is a course that will examine how those in Chicago have developed creative, exciting, and sometime unexpected ways to push their boundaries in order to both survive the hardships and unexpected adversity of the big city as well as embrace opportunities for adventure in an urban setting. As part of this course, you will have an opportunity to experience the city through the perspective of those surviving the streets of Chicago and those who turn those streets into their playground. This course will not only include first-hand experience with challenging and enjoyable urban adventure sports (including kayaking, climbing, biking, orienteering, and adventure racing) but also will include intellectual and social perspectives intrinsic to the meaning of "adventure" and survival. These perspectives include survival skills, teamwork and communication, psychology of motivation, the value of diversity, problem-solving skills, and environmental conscientiousness.

### **Wired and Wireless in Chicago: The Digital Divide**

**Amber Settle, Computer Science**

Access to technology and to appropriate training for a sensible, productive use of technology is a central issue of our times, with fundamental repercussions on the economy and the educational system. Having efficient, affordable, fast access to the Internet is becoming more and more commonplace in our society. Thanks to wireless technology, urban affluent areas are quickly becoming oases in which Internet connectivity is available everywhere at all times. But what

about the truly “wireless” components of our society? Are there groups of citizens that are being left out of this epochal transformation? How real is the Digital Divide? Do race and ethnicity play a role; do income level, age, or gender? Is Chicago reflecting the general national trends or is the city showing a peculiar pattern? The course proceeds along two different, interacting streams: a technical, informative one and a reflective, critical one:

The technical stream has the overarching goal of endowing students with an up-to-date vocabulary of terms, acronyms and basic concepts that allow them to be responsible, educated protagonists of the Information and Communication Technology (ICT) revolution. The reflective stream focuses primarily on the social justice issues interwoven with ICT.

### **Worldviews, Ethics, and Interfaith Dialogue**

#### **Scott Paeth, Religious Studies**

An examination of the intersection of questions of morality and religious belief in light of the problems raised by religious pluralism in the Chicago. This course will focus on the possibility of creating conditions for people of different faiths to engage in conversation with one another in light of shared ethical commitments and deep moral affinities. In particular, we will study the ways in which key figures in Christianity, Islam, Judaism, and Hinduism have applied, adapted, and critiqued attempts to find a morality common to all faith traditions. Among the questions we will examine are: What are the necessary conditions for fostering genuine interfaith dialogue? Is there such a thing as a common morality? Can religions cooperate with one another in creating a more just society? How does the fact of religious pluralism in the Chicago obligate us to relate to members of faiths other than our own?