The Chicago Studies Program incorporates opportunities for students to engage academically and experientially with the city of Chicago. The program seeks to provide students with occasions to study Chicago in much the same way that they study other major cities of the world by participating in civilization studies study abroad programs. When students are abroad they enjoy a unique chance to combine —under the direction of Chicago faculty and local community members—classroom work, reading, writing, and experiential learning in world-class cities. With Chicago Studies, the College seeks to make possible the same kinds of intensive academic and experiential encounters with Chicago.

This spring the College will offer the Study Chicago Quarter, a new curricular program open to 20 undergraduates through a competitive application process. Selected students will engage in locally-rooted courses, as well as co-curricular programming that will familiarize them with the folkways and civic codes that distinguish Chicago as an exemplary world city. In this sense, the Study Chicago Quarter mirrors our various Study Abroad programs – especially those based in cities – that advocate civic literacy, contact, acculturation, and excursion as companion dimensions of learning, alongside disciplinary training. The Study Chicago Quarter presumes that Chicago, like all major world cities, presents an unfamiliar and challenging environment for those not native to it – an environment that can nonetheless be negotiated through engaged inquiry and a conscientious approach to residence.

This spring quarter, students will have the opportunity to immerse themselves in Chicago through three classes, taught by distinguished scholars in the subject of Chicago’s history, culture and policy debates. Like Study Abroad courses, these classes will utilize excursions, guest speakers, and engagement with civic groups and leaders to enrich class readings and assignments. There will be regular trips to key sites in the city, including restaurants, cultural centers, churches and advocacy institutions.

Registration:
Participants in the Study Chicago quarter are required to take all three courses listed above. Students may register for a fourth course of their choosing, but should be mindful of the Study Chicago course meeting times when selecting a fourth course. **Excursions will be held regularly on Friday afternoons.**

Eligibility and Application:
The Study Chicago program is open to University of Chicago undergraduate students only. Applications from outside the University are not accepted.

This program is designed for undergraduates in good academic standing who are beyond their first year in the College. While the program stipulates no minimum
grade-point average, an applicant’s transcript should demonstrate that they are a serious student who will make the most of this opportunity.

Applications should consist of the following (and be submitted via email to dkoehler@uchicago.edu ) by 11:59 pm Friday, January 22:

1. Statement of purpose

   Briefly explain why you would like to participate in the Study Chicago program. How does this fit into the scheme of your education? You may wish to comment on what you feel will be most challenging or most rewarding about this on-campus cohort experience, or what skills you hope to improve. (Limit: 3,000 characters. Please include your name and student ID at the top of the page.)

2. Recommendation

   In general, we prefer a recommendation from an adviser who could comment on your motivation and preparedness to participate in this program, as well as your presence within a group. A preceptor or an instructor who knows you well are also acceptable.

3. Transcript

Further Information:

For more information, please contact Daniel Koehler (Assistant Dean of the College) at dkoehler@uchicago.edu.

**SPRING 2016 STUDY CHICAGO COURSES**

**GEOG 23700. Placing Chicago: Geographical Perspectives on a World Metropol. 100 Units.**

The course examines the geographical dimensions of Chicago as a global city at several spatial scales, including its international role in the world system of cities, its structure as a metropolitan urban region, as a central city, and as a mosaic of neighborhoods. The course will focus on primary and secondary readings, field trips, class discussion, and a final research project exploring the concept of place in the Chicago context. Weekly topics will include economic organization, city-suburb dynamics, environmental conditions, land use morphology, spatial mobility, social uses of space, and long-term planning and sustainability. The central theme concerns the spatial conditions that drive the formation of place identity and landscape evolution, and how these shape the way Chicagoans adapt to the geographical reality of urban life.

Instructor(s): M. Conzen

Terms Offered: Spring

Prerequisite(s): Open to Study Chicago Program students
HIST 27707. Making Chicago: Chapters in the City’s History. 100 Units.
This course explores selected moments and issues in Chicago history from the early 19th to the early 21st century, through primary and secondary source readings, field trips, class discussion, and a carefully defined final research project. Weekly topics will range from Ft. Dearborn to Millennium Park, the Chicago fire to Chicago 1968, Pullman to St. Sabina’s Parish and more. The focus throughout is on understanding the public decisions that Chicagoans individually and collectively made that shaped their evolving community, how they themselves experienced life in this ever-changing American city, and how the city’s past is remembered and used in the present.
Instructor(s): K. Conzen Terms Offered: Spring
Prerequisite(s): Open to Study Chicago Program students.

PBPL 28050. Remaking Chicago: The City that Works on Social Change. 100 Units.
In this sociological and policy-oriented course, students interface with change-agents in Chicago—community residents, religious leaders, and social activists; not-for-profit and governmental actors; and educators and researchers. The course explores how these change-agents advance innovative and also tried-and-true approaches to social problems, especially those of low-income areas characterized by troubled schools and high rates of crime (and with a particular focus on South Side neighborhoods). Students are asked to think critically about how meaningful social change occurs, and why it so often does not. The central components of the course are Chicago-oriented readings, guest speakers and panels, Friday excursions, and independent field research.
Instructor(s): C. Broughton Terms Offered: Spring
Prerequisite(s): Open to Study Chicago Program students.

CHICAGO STUDIES

Chicago Studies publishes in book form the Chicago Studies Annual, a journal containing the best essays written by College students on the city of Chicago—its history, politics, and cultural life. A selection committee of College faculty considers submissions, which may be from any discipline. Essays then undergo a rigorous editing process.

Chicago Studies includes close collaboration between the College and the University Community Service Center (http://ucsc.uchicago.edu) (UCSC). Under the aegis of Chicago Studies, UCSC creates co-curricular experiences in conjunction with faculty in the College. Faculty may draw on the services and the expertise of UCSC to create experiences in the city that are relevant to a particular course using Chicago Course Connections. (http://ucsc.uchicago.edu/page/faculty) At the same time, independent of particular courses, UCSC facilitates student and faculty access to resources and events in the city and about the city.

UCSC also works with students to connect to organizations and institutions in the Chicago area. Students can connect with community organizations through individual volunteer referral, off-campus work-study positions, and volunteer and paid summer opportunities with community organizations and institutions. UCSC’s Summer Links program (http://ucsc.uchicago.edu/page/summer-links) matches up
to thirty University of Chicago students in ten-week, paid, substantive internships with nonprofit organizations, government agencies, and businesses in the city.

Chicago Studies also works closely with Career Advancement (http://careeradvancement.uchicago.edu) to identify Metcalf Internships (http://careeradvancement.uchicago.edu/jobs-internships-research/metcalf-internship) that will give College students opportunities for substantive internships with organizations engaged in the life of the city.

Many College courses offer opportunities to study aspects of Chicago’s ecology, culture, politics, history, social structure, and economic life. The courses listed below are a sample of what is available.

**COURSES**

**ANTH 21201. Chicago Blues. 100 Units.**  
This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.  
Instructor(s): M. Dietler Terms Offered: Not offered 2015-16; will be offered 2016-17  
Equivalent Course(s): CRES 21201

**ARTH 17400. University of Chicago Campus. 100 Units.**  
An introduction to architecture and planning, this course examines the changes in thinking about the University campus from its origins in the 1890s to the present. Many of the University’s choices epitomize those shaping American architecture generally and some of our architects are of national significance. The course develops skill in analyzing architecture and urban form in order to interpret: how the University images itself in masonry, metal, and lawn; how it works with architects; the role of buildings in social and intellectual programs and values; the effects of campus plans and the siting of individual buildings; and the impact of technological change. Includes many sessions around campus and study of archival documents.  
Instructor(s): K. Taylor Terms Offered: Spring  
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
ARTV 23930. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended
Equivalent Course(s): ARTV 33930, CMST 33930, HMRT 25106, HMRT 35106

BPRO 21500. What Is Civic Knowledge? 100 Units.
What is civic knowledge? Although civic rights and duties are supposedly universal to all citizens in a “democratic” nation, their implementation often depends on the strength of community connections and the circulation of knowledge across racial, class, and social boundaries. Focusing on the city of Chicago, we ask how citizens (in their roles as citizens) forge communities, make urban plans, and participate in civic affairs. How does the city construct the public spheres of its residents? Are the social practices of Chicagoans truly “democratic?” Could they be? What does “Chicago” stand for, as a political and cultural symbol? For both Chicagoans and their representatives, the circulation of knowledge depends not only on conventional media but also on how the city is constructed and managed through digital media.
Instructor(s): R. Schultz, M. Browning. Terms Offered: Not Offered 2015-2016
Prerequisite(s): Third- or fourth-year standing

CMST 21801. Chicago Film History. 100 Units.
Students in this course screen and discuss films to consider whether there is a Chicago style of filmmaking. We trace how the city informs documentary, educational, industrial, narrative feature, and avant-garde films. If there is a Chicago style of filmmaking, one must look at the landscape of the city; and the design, politics, cultures, and labor of its people, as well as how they live their lives. The protagonists and villains in these films are the politicians and community organizers, our locations are the neighborhoods, and the set designers are Mies van der Rohe and the Chicago Housing Authority.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): ARTV 26750, ARTV 36750, CMST 31801, HMRT 25104, HMRT 35104
ECON 26600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100
Equivalent Course(s): GEOG 26600, GEOG 36600, LLSO 26202, PBPL 24500

ECON 28100. The Economics of Sports. 100 Units.
This is a course in microeconomics that applies traditional product and factor market theory and quantitative analysis to contemporary economic issues in professional and college athletics. Topics include the sports business; market structures and outcomes; the market for franchises; barriers to entry, rival leagues, and expansion; cooperative, competitive, and collusive behavior among participants; labor markets, productivity, and compensation of players; racial discrimination; public policies and antitrust legislation; and financing of stadiums.
Instructor(s): A. Sanderson Terms Offered: Spring
Prerequisite(s): ECON 20100

ENGL 22800. Chicago. 100 Units.
In this course we will sample some of Chicago’s wonders, exploring aspects of its history, literature, architecture, neighborhoods, and peoples. We begin with study of the 1893 World’s Columbian Exposition and the early history of Chicago as a mecca for domestic and international immigrants. In subsequent weeks we will examine the structure of neighborhood communities, local debates about cultural diversity and group assimilation, and the ideology and artifacts of art movements centered in Chicago. This is an interdisciplinary course focusing not only on literary and historical texts, but also analyzing Chicago’s architecture, visual artifacts and public art forms, local cultural styles, museum collections and curatorial practices. We will first explore Chicago sites textually, then virtually via the web, and finally in “real time”: Students will be required to visit various Chicago neighborhoods and cultural institutions.
Instructor(s): J. Knight Terms Offered: Winter
Note(s): Cross listed courses are designed for advanced undergraduate and graduate students.
Equivalent Course(s): AMER 40800, ENGL 42800, MAPH 42800
ENGL 25952. Reading the Suburbs. 100 Units.
From midcentury writers like John Cheever, John Updike, and Richard Yates to the more contemporary work of Richard Ford, Tom Perrotta and the film, *American Beauty*, the suburbs have largely been thought of as a place of homogenous unhappiness. In this class, we will look at how this narrative has been constructed and contested over the last sixty years with help from authors Anne Petry, Chang Rae Lee, Vladimir Nabokov, and Alice Childress. Alongside fiction, we will look at history, advertising, and film contextualizing the rise of the suburbs, helping us understand the key role this space played in the accumulation of wealth, racial mobility, second wave feminism, and the rise of the modern Republican party.
Instructor(s): A. Brown Terms Offered: Autumn

ENGL 25953. Transmedia Game. 100 Units.
This experimental course explores the emerging game genre of “transmedia” or “alternate reality” gaming. Transmedia games use the real world as their platform while incorporating text, video, audio, social media, websites, and other forms. We will approach new media theory through the history, aesthetics, and design of transmedia games. Course requirements include weekly blog entry responses to theoretical readings; an analytical midterm paper; and collaborative participation in a single narrative-based transmedia game project. *No preexisting technical expertise is required* but a background in any of the following areas will help: creative writing, literary or media theory, web design, visual art, computer programming, performance, and game design.
Instructor(s): P. Jagoda Terms Offered: Autumn

ENST 27220. Environmental Management and Planning in the Calumet Region. 100 Units.
This course focuses on the identification and measurement of environmental outcomes in the Calumet Region of Chicago. Topics include the quantification of air quality impacts from industrial pollution and the potential for green infrastructure development to manage stormwater in the region and beyond. The course will introduce students to the environmental concerns and opportunities in the area and develop the methods and tools for measurement, management and planning for improved outcomes for residents and businesses. The course will draw on economic concepts and tools through applications of environmental management and policy. Enrollment in this course requires participation in the Calumet Quarter.
Instructor(s): S. Shaikh Terms Offered: Spring
Prerequisite(s): Enrollment is based on acceptance into Calumet Quarter Program.
FNDL 20502. Frank Lloyd Wright in Chicago and Beyond. 100 Units.
This course looks at Wright’s work from multiple angles. We examine his architecture, urbanism, and relationship to the built environment, as well as the socio-cultural context of his lifetime and legend. We take advantage of the Robie House on campus and of the rich legacy of Wright’s early work in Chicago; we also think about his later Usonian houses for middle-income clients and the urban framework he imagined for his work (Broadacre City), as well as his Wisconsin headquarters (Taliesin), and spectacular works like the Johnson Wax Factory (a field trip, if funds permit), Fallingwater, and the Guggenheim Museum. By examining one architect’s work in context, students gain experience analyzing buildings and their siting, and interpreting them in light of their complex ingredients and circumstances. The overall goal is to provide an introduction to thinking about architecture and urbanism.
Instructor(s): K. Taylor Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the dramatic, musical, and visual arts.
Equivalent Course(s): ARTH 17410

GEOG 23500. Urban Geography. 100 Units.
This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 33500

GEOG 26100. Roots of the Modern American City. 100 Units.
This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): ENST 26100,GEOG 36100,HIST 28900,HIST 38900
HIST 27705. Introduction to Black Chicago, 1893 to 2010. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the present. In referring to that history, we treat a variety of themes, including migration and its impact, origins and effects of class stratification, relation of culture and cultural endeavor to collective consciousness, rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (service, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history, as well as an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green
Equivalent Course(s): CRES 27705, LLSO 22209

HIST 29613. Colloquium: Hyde Park and Chicago’s South Side as Historical Laboratory. 100 Units.
This colloquium uses Hyde Park and Chicago's South Side as a case study to introduce students to issues and methodologies in the history and historical geography of American urban life during the past century and a half. Discussions will focus on both primary and secondary source readings, and each participant will design and carry out an original research project.
Instructor(s): K. Conzen Terms Offered: Autumn
Prerequisite(s): Priority registration for third-year history majors

PBPL 25405. Child Poverty and Chicago Schools. 100 Units.
This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as “turnaround” schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.
Instructor(s): C. Broughton Terms Offered: Spring
Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): CRES 25405
PBPL 28501. Process and Policy in State and City Government. 100 Units.
This course consists of three interrelated sub-sections: (1) process and policy in city and state government; (2) the role played by influential, key officials in determining policy outcomes; and (3) policymaking during and after a political crisis. Issues covered include isolating the core principles driving policy at city and state levels; understanding how high level elected officials can shape the course of policy; and determining how a political crisis affects policy processes and outcomes. Most of the specific cases are drawn from Chicago and the State of Illinois.
Instructor(s): C. Harris Terms Offered: Autumn, Winter, Spring

SOSC 25503. Teaching and Learning in Urban Schools. 100 Units.
Elementary Program: In this course, students explore the roots of the progressive and critical traditions in education, with a particular focus on John Dewey and Paulo Freire. Students will analyze historical and more contemporary philosophies of education in an attempt to integrate and make meaning of their relevance in the current context of Chicago Public Schools in 2014. The dilemma of how to enact educational theory, through reflection and action, or praxis, is central to the course. For the final assignment, students will develop and teach a piece of curriculum that reflects their understandings from the course. Secondary Program: This course is designed to help you to think deeply and philosophically about education by studying the growth of an imaginary person from birth to young adulthood. In 1762, Jean-Jacques Rousseau published his book Emile, subtitled On Education, which details his thought-experiment to create Emile, making him an ideal citizen. Among the many questions Rousseau raises are what is education, what is a teacher, can education set us free, are there particular times of readiness to learn certain lessons, and should we want the same educational aims for all children? For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions.
Terms Offered: Spring
Equivalent Course(s): UTEP 35503

SOCI 20142. The Chicago School of Sociology. 100 Units.
This course introduces students to the classical work of the Chicago School and to the research stance that has characterized Chicago sociology from its beginnings. The course emphasizes reading original works rather than covering the history, although there is some study of the relevant historiography. Although the course focuses on the First Chicago School, it also considers the Second Chicago School period and other revivals. Texts to be studied could include The Polish Peasant in Europe and America, The Hobo, The Gold Coast and the Slum, The Gang, The Taxi-dance Hall, and Black Metropolis, as well as such general works as Introduction to the Science of Sociology and The City. From later periods we might consider works from such authors as Goffman, Becker, Strauss, Turner, Freidson, Janowitz, and Suttles.
Instructor(s): A. Abbott Terms Offered: Winter
Equivalent Course(s): SOCI 30142
SOCI 20215. Urban Health. 100 Units.
This course examines health status, healthcare access, and healthcare service
delivery in the urban environment. It draws on historic and contemporary research
in urban sociology to frame these discussions and uses data from the City of
Chicago to illustrate themes. Specific attention is given to race and ethnic differences
in disease trajectories and neighborhood-level social and institutional resources. The
course also explores both local and national policy implications.
Instructor(s): K. Cagney Terms Offered: Spring

TAPS 24500. Chicago Theater: Budgets and Buildings. 100 Units.
This course examines the current state of Chicago theater, focusing on the
relationships between facilities, budgets, and missions. Field trips required to
venues including Side Project, Timeline, Raven, Steppenwolf, Theater Building, and
Greenhouse.
Instructor(s): H. Coleman Terms Offered: Spring
Note(s): Attendance at first class meeting is mandatory. This course is offered in
alternate years.