Classes About/Engaged with Chicago

The following Spring 2020 courses explore aspects of Chicago's ecology, culture, politics, history, social structure, and economic life, either as their primary focus or as a significant example. Several explore topics or methods in urban studies using Chicago; many engage students directly in the life of the city's communities, cultural institutions, or community organizations through experiential learning or fieldwork. All may contribute to fulfillment of the academic requirements of the College’s interdisciplinary Certificate in Chicago Studies, if taken as part of an approved sequence with other classes. For more information about the Certificate, visit [https://chicagostudies.uchicago.edu/certificate](https://chicagostudies.uchicago.edu/certificate).

**CHICAGO STUDIES QUARTER**

*Three inter-related courses taken together, focusing on an aspect of the Chicago experience or region of the city. Spring 2020 topic: “The Calumet: Connections and Disconnections in a Fragmented Landscape” (Register for all three classes by application only, visit [https://chicagostudies.uchicago.edu/quarter](https://chicagostudies.uchicago.edu/quarter) for more information.)*

**Planning for Land and Life** – Mark Bouman  
ENST 27103; PBPL 27103

The collaborative plan to create a Calumet National Heritage Area that touches aspects of environmental conservation, economic development, cultural heritage, recreation, arts, and education will ground this course’s exploration of landscape history and landscape planning in the Calumet region. Students will investigate this planning process and its relationship to other local and regional plans through readings, field trips, interactions with regional leaders and practitioners, and the development of an on-the-ground project that aligns with the plan's goals. A strong focus of the course is on the opportunities and challenges this complex and richly textured industrial region faces in its transition to a more sustainable future.

**Sustainable Urbanism in Context** – Evan Carver  
ENST 27101; PBPL 27101

Sustainable urbanism presents a great range of challenges at conceptual, practical, and spatial levels. But solutions to these challenges are only meaningful insofar as they can be implemented at local scales and in a context-appropriate manner. This hands-on seminar-studio takes students into the heart of the Calumet, a region with complex environmental, industrial, and urban histories. Students will learn to assess the conditions of the built environment, to identify needs, and, working in concert with local stakeholders, to propose design solutions to help reinvigorate a sense of place and restore a fragmented landscape.

**Urban Ecology in the Calumet Region** – Alison Anastasio  
ENST 27325; PBPL 27325; GEOG 27325

This course will give students a strong foundation in the local ecology of the Calumet. Students will use local research and habitats to understand fundamental concepts in ecology and the scientific method. Students will explore some of these habitats during field trips with scientists and practitioners. The course focus will be on urban ecology in the region, whether these fundamental ecological concepts are applicable, what other factors need to be considered in the urban ecosystem, and the role humans have in restoring natural and managing novel ecosystems, among other topics.

**CHICAGO-FOCUSED CLASSES**

**The Aspirational City: Chicago's Multicultural Communities**  
CRES 27534; ENST 27534; HIST 27308

No city has meant more to the hopes and dreams of more divergent groups of Americans than Chicago. The Aspirational City: Chicago's Multicultural Communities will explore the histories of Chicago's various racial, ethnic and marginalized communities and the ways in which
they have sought to fashion the destinies of themselves, their communities, and the city of Chicago. The course is a weekly seminar open to both undergraduate and graduate students.

**Chicago Film History** – Judy Hoffman  
CMST 21801; ARTV 26750; HMRT 25104; MAAD 18801

This course will screen and discuss films made mostly by Chicagoans, concentrating on the period after WWII, until 1980 when Hollywood began using Chicago as a location. By examining various genres, including those not normally interrogated by academics, such as educational and industrial films, we will consider whether there is a Chicago style of filmmaking. Technological advances that enabled both film and video to escape the restrictions of the studio and go hand-held, into city streets and homes, will be discussed. If there is a Chicago style of filmmaking, one must look at the landscape of the city-the design, the politics, the cultures and labor of its people and how they live their lives. The protagonists and villains of Chicago stories 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.

**Evolution of Improvisation in Chicago** – Heidi Booth Coleman  
TAPS 24550

This course traces the history of improvisation for performance, beginning with the "High Priestess" Viola Spolin's work exploring the educational and social benefits of play at Hull House through Paul Sill's development of The Compass Players in Hyde Park to include current companies including Second City, The Neo Futurists, The Annoyance, and IO. The course will include attendance at performances, student presentations, and practice-based workshops.

**Intro to Genres: Division and Western** – Garin Cycholl  
CRWR 12117

This course explores literary responses to Chicago's boundaries and sites of contention through fiction, drama, poetry, and literary journalism. We'll examine work by writers and artists including Saul Bellow, Lorraine Hansberry, Nate Marshall, Bruce Norris, and Studs Terkel. How does one map the city's conflicts along zoning ordinances, street corners, playgrounds, and rumors? What histories undergird the city's race lines? In exploring these aspects of the city, where does a writer draw the boundary between fiction and nonfiction, between verse and prose? Engaging these larger questions, participants will develop their own individual and collaborative creative responses to "the city in a garden."

**Jewish Civilization III - Jews and the City: Migration and Urbanization in the Modern Jewish Diaspora** – Anna Mahler Band  
JWSC 12002; ENST 12002; HIST 17205; REES 24424

Why are Jews often referred to as "the people of the city," and how did this ethnic group become one of the most urbanized in the world? This course explores the multifaceted relationship between Jews and cities over the course of the long 19thcentury. Through critical reading of primary sources (in translation) and discussion of modern research, we will investigate the experiences of and connections between two formative processes-migration and urbanization-in the modern Jewish world. The course is transnational in focus, structured thematically around major global urban centers which absorbed Jewish migrants in the late 19thand early 20thcenturies. Particular focus will be paid to Jewish encounters with and experience in Berlin, Vienna, Paris, Warsaw, Odessa, Kiev, London, New York, and Chicago. We will investigate how modern Jewish identities are produced both in and through urban space, and we will analyze how Jewish migration has in turn shaped urban and city life.

**Schools and Space: A Chicago History** – Nicholas Kryczka  
HIST 27307; EDSO 27307; PBPL 27307

This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how metropolitan development, labor markets, and anxieties over migration affected educational policy. The course stresses the relationship between educational policy and the politics of urban development, gender, and race. Schools were sites of gendered work, for the women who operated them and for the children who navigated the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettos had an enduring impact on educational inequity and the shape of African American political life. Over the time span covered by the course, the United States became an indisputably " schooled" society, and Chicago was a leading indicator of national trends. Key historic episodes in American education-the rise of the modern high school, the birth of progressive education, the origins of teachers' unions, the Catholic encounter with race, the fragmentation of suburban school districts, the civil-rights critique de facto school segregation, the pronounced "failure" of urban education, and the triumph of choice- and-accountability reforms, and the teacher-led resistance that followed-are especially well-illustrated by this course's focus on Chicago.
Second Nature: New Models for the Chicago Park District – Andrew David Schachman  
ARTH 24196; ARCH 24196; ARTV 20206; ENST 24196; GEOG 24196

The Chicago Park District seems to preserve "first nature" within the metropolitan field. But the motive for establishing this sovereign territory was hardly natural. Today, cultural change raises questions about the significance and operation of this immense network of civic spaces. What opportunities emerge as we rethink them? While this design studio focuses on the development of new model parks for Chicago, it can support students coming from a broad range of disciplines. Texts, seminar discussions, and field trips will complement and nourish the development of architectural proposals.

UChicago Economics: The People and the Seminal Ideas – Allen Sanderson  
ECON 22410

This course will trace in general the history and evolution of economic thought as an intellectual discipline, from the Middle Ages through Adam Smith and the Classical dominance in the 18th and 19th centuries, to the neoclassical period and alternative schools, and then the rise of Keynesian economics and the emergence of the Chicago School of economics in the 20th century. With this background and context, the focus will turn to the theoretical and empirical contributions of important historical UChicago figures such as Veblen, Knight, Hayek, Friedman, Stigler, Coase and Becker as well as the seminal ideas of contemporary scholars, including several Nobel laureates, in the Department, other academic units on campus, and economists elsewhere with deep Chicago roots.

Urban Topics- or Methods-Focused Classes

Community Organizing – Jane Ramsey  
SSAD 28112

This is a class about community organizing and how organizing brings about collective action. Through analysis of both historical and contemporary community organizing efforts, students will learn how organizing mobilizes people to gain power and influence over public policy and decision-making that directly impact them. Students will be introduced to different conceptual models of organizing, as well as how these models employ different theories of social change. The course emphasizes the "nuts-and-bolts" of organizing, ranging from strategic vision formulation to campaign development to one-on-one engagement. Students will have the opportunity to learn, discuss, and employ these different organizing skills and techniques through in-class exercises and group projects.

Ethnographic Methods – Lake Carlton Polan  
ANTH 21420

This course is a practical and theoretical introduction to ethnographic research. It will provide students with (i) a background in the key epistemological, ethical and representational issues raised by fieldwork, and (ii) a collaborative forum for practicing and critically interrogating ethnographic methods, including participant observation, fieldnote writing, interviewing, and archival research. With the help of instructor and peer feedback, students will design and execute a short fieldwork-based research project over the course of the quarter. Readings and discussions will guide students through the process of developing research questions, choosing and gaining access to a field site, generating data, and re-presenting that field site in writing. We will pay particular attention to questions of knowledge, location, evidence, ethics, power, translation, and experience, and to the nature of the theoretical and social claims that can be pursued through ethnographic research. Class sessions will be divided between discussions of critical readings in anthropology related to methodological epistemology and practice, and workshop-style sessions where we collectively discuss student projects, reflect on the experience of fieldwork, and share advice and constructive criticism.

Physics and Contemporary Architecture – Heinrich Jaeger  
PHSC 11800

Architectural structures form the built environment around us and in many ways create the backbone of our civilization. They push the limits of form and function on the largest human scales, often leading to iconic masterpieces that symbolize the aesthetics as well as the technical achievements of a period. Many architectural advances have been made possible by breakthroughs in the science of materials, which then led to innovation in construction and fabrication techniques. This course will introduce the physics principles that have enabled some of the most innovative architecture of our time. Physics and Contemporary Architecture will take key ideas and tools from physics and demonstrate their power and relevance in a broader context familiar from everyday experience. The course will challenge students to recognize physics concepts in the built structures that make up the urban environment we live in. Chicago is a most appropriate place for
this study; it was the birthplace of the first skyscraper and ever since it has played an internationally celebrated role in pushing the limits of
the architectural state of the art. A long succession of renowned Chicago architects and structural engineers has turned this city into a
premier laboratory for architectural innovation. Against this backdrop, the course will show how science, and physics in particular, delivers
the conceptual foundations that drive current directions in architecture and open up new opportunities.

Politics of Commemoration – Leora Auslander
HIST 29421; CRES 29421; GLST 29526; JWSC 29421; LLSO 29421; ENST 29421

Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing
them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course
addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through
a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and
lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened
over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if
so, from whom? Equal attention will be paid to scholars’ efforts to address the question of what these commemorative works actually do. If
they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active
participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school
curriculum.

Process and Policy in State and City Government – Clayton Harris
PBPL 28501

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.

Sustainable Urban Development – Evan Carver
ENST 20150; GLST 20150; PBPL 20150

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social,
environmental and economic perspective.

Urban Dramas: Theater, Performance and the City – Sharvari Jagdish Sastry
TAPS 20200

How do urban landscapes, economies, collectives and communities influence the ecology of artistic practice? How does art - and theatre in
particular - represent and reflect the eccentricities, anxieties and exultations of urban experience? In this course, we will examine the
mutually constitutive relationship between theatre and the city through different perspectives, methodologies and approaches. We will
consider how the city is represented in a range of dramatic works including Aristophanes’ The Birds, Lorraine Hansberry’s A Raisin in the
Sun, Ramu Ramanathan’s Cotton 56, Polyester 84, and Anne Deavere Smith’s Twilight: Los Angeles 1992. We will read these plays in
conjunction with critical writings that illustrate the ways in which changing urban landscapes reshape the contours of theatre practice
along economic, demographic and infrastructural lines. These include the scholarship of Marvin Carlson, Loren Kruger, Michael McKinnie,
and Stanton B. Garner, among others. The course requires students to engage with the course themes both intellectually and
experientially, through a dedicated set of readings and assignments that probe the entanglements between theatre and city life within the
specific Chicago context. Students will have the opportunity to familiarize themselves with the theatre culture of Chicago, and conduct
ethnographic research on existing theatre spaces in the city.

Urban Innovation: Cultural Place Making and Scenescapes – Terry Clark
SOCI 20252

Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most social science theories, these
new cultural initiatives and policies are increasing globally. Urban planning and architecture policies, walking and parades, posters and
demonstrations, new coffee shops and storefront churches reinforce selective development of specific cities and neighborhoods. These
transform our everyday social environments into new types of scenes. They factor into crucial decisions, about where to work, to open a
business, to found a political activist group, to live, what political causes to support, and more. The course reviews new case studies and
comparative analyses from China to Chicago to Poland that detail these processes. Students are encouraged to explore one type of project.
Urban Structure and Process – Marco Garrido
SO CI 20104; SO SC 25100; CRES 20104; GEOG 22700

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

COURSE INVOLVING FIELDWORK IN CHICAGO/EXPERIENTIAL LEARNING WITH CHICAGO PARTNERS

19th Century French Art in the Art Institute – Martha Ward
ARTH 17700

In this course, we will closely examine 19th century paintings and sculptures in the Art Institute of Chicago and seek to understand how and why art changed during this period. Topics to be considered include the meaning of stylistic innovation in the 19th century, the development and dissolution of the genres as landscape and portraiture, and varying conceptions of realism and abstraction. Most class sessions will be devoted to looking at works in the galleries of the Art Institute. Because attendance is mandatory, students should consider whether their schedules will allow time for traveling to and from the museum for class meetings.

After You: Curating the Art & Algorithm Debate
ARTH 23316

This course offers a unique opportunity to witness the process of - and, more importantly, actively contribute to - the conceptualization of a major exhibition of contemporary art, to be organized at the Neubauer Collegium and Smart Museum of Art in the winter and spring of 2021. The exhibition in question is titled After You: Art and Agency in the Age of Algorithms, and was conceived in dialogue with DoVA associate professor and participating artist Jason Salavon. Alluding to the specter of the post-human regime and the various challenges raised by rapid advances in digital technology in the field of artificial intelligence and machine learning in particular, After You will bring together the work of a dozen artists working at the intersection of more or less traditional modes of artistic production and their algorithmic antitheses. The primary focus of After You, and therefore also of this class, are the philosophical implications of the increased role of artificial intelligence in the creation and reception of art, in particular with regards to questions of artistic intent, authorship, and originality. We will discuss this phenomenon’s short but vibrant history, meet artists, read key texts (Bostrom, Joselit, Steyerl, Zuboff), and view artworks, all the while laying the didactic groundwork for the 2021 exhibit in the process: a hands-on curatorial workshop centered on one of the defining debates of our time.

Archaeology of Bronze Age China – Yung-Ti Li
EALC 28015; ANTH 26760

"Bronze Age" in China conventionally refers to the time period from ca. 2000 BC to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. "Bronze Age" in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.

Architecture on Display – Katherine Fischer Taylor
ARTH 24195; ARCH 24195

This traveling seminar explores the challenges of exhibiting architecture and the built environment, a medium whose scale resists traditional museum and gallery display and whose representation in drawings is notoriously difficult for the public to grasp - but nonetheless is increasingly embraced by museums and biennales. Our central example is "Countryside: Future of the World," an exhibit on
the future of the global hinterland at Frank Lloyd Wright’s Guggenheim Museum in New York, which we will visit. The latest of several provocative exhibitions by contemporary architect Rem Koolhaas, it instantiates a recent phenomenon of interpretive and thematic shows by architects that exceed the museum’s traditional aim to represent architect-designed buildings and projects. In addition to examining Koolhaas’s work, we will investigate architectural display in two broader contexts: other types of contemporary architectural exhibition, particularly examples we can visit in Chicago and New York, and the history of architectural display through drawings, models, mock-ups, fragments, virtual reality, and buildings converted into museums in their own right, from tenements to the Robie House. Students will write research papers. The course includes a class trip to New York over a long weekend during the quarter, Thursday evening to Sunday.

**Art and the Cult of Saint in the Middle Ages** – Tamara Golan  
**ARTH 17312**

As powerful mediators between the earthly and heavenly spheres, saints and their material remains occupied a central place in the religious practices of the medieval Christian world. This course will examine the visual and material culture of devotion to the “very special dead,” and the particular role that works of art played in the narration, authentication, and negotiation of transactions between the devotee and the divine. We will cover the history of the medieval cult of saints from its origins in the depths of the Roman catacombs to its radical transformation in the pulpits of Reformation Germany, as well as the wide range of theoretical matters that surfaces in its study: mobility and exchange; gift-giving; commoditization; gender and sexuality; ritual violence; and theories of the body. Special emphasis will be placed on close reading of primary sources (in translation), through which students will learn to interrogate different strategies for constructing the sanctity of the objects at the center of these religious practices. This course will also cover a diverse array of media - including painting, sculpture, architecture, luxury goods, and textiles - and will make several trips to various collections in Chicago of devotional objects from western Europe, colonial Latin America, and Ethiopia.

**Art in Context: New Art in Chicago Museums** – Darby English  
**ARTH 18305**

Through very regular, required site visits to museums, galleries, and experimental spaces in the greater Chicago area, this course will introduce students to the close consideration-in situ-of works of art created in our times, as well as to the application to these works of pertinent modes of critical and historical inquiry. Sites to be visited can include our own Smart Museum of Art, the Hyde Park Art Center, the Art Institute of Chicago, the Museum of Contemporary Art Chicago, the Museum of Contemporary Photography, Gallery 400 at the University of Illinois at Chicago, and private collections and galleries.

**The Business of Non-Profits and the Evolving Social Sector** – Christa Augustina Velasquez  
**PBPL 24751**

Led by an experienced practitioner, this course aims to provide both an intellectual and experiential understanding of the contemporary nonprofit sector. In addition to a seminar component examining the rapidly evolving social sector, students engage in a hands-on consulting project for an area nonprofit involving analysis, reporting, and presentation. This course satisfies the Public Policy practicum WINDOWS requirement.

**Creating a Musical Revue** – Julie Nichols  
**TAPS 21800**

This course is open to students looking to deepen and explore their relationship with music, song writing, theatrical creation, and collaboration. Students will be required to attend three or four performances throughout Chicago and become familiar with a listening, reading, and watching list. Focusing on songwriting and collaboration, though previous songwriting experience is not a requirement. Goals are to explore the nature of songwriting and musical theater, and the relationship between music and storytelling. At the end of the course, students will stage performances of their collaboratively developed, original musical revue.

**From the State House to the School House: Educational Policy and Student Achievement** – Charles Abelmann  
**EDSO 23001; CHDV 23001**

This class explores contemporary approaches to K-12 teaching and learning, looking at how the theoretical foundations that ground each approach lead to different perspectives on what students should learn and how teachers should teach. The class will put these approaches in conversation with one another, exploring areas of agreement and conflict. Students will learn to observe and analyze classroom instruction and hear firsthand from local practitioners about how each approach manifests in schools. For students interested in K-12 education, this class will provide a helpful survey of some of the current debates around teaching and learning in public education.
Inequality at Work: The Changing Nature of Jobs and Prospects for Improvement – Susan Lambert
SSAD 25005; LLSO 25005; PBPL 25005

This course will consider sources of inequality in the labor market and in workplaces. Empirical evidence and theory on labor markets and job conditions will be analyzed to provide insights into the changing nature of work and workplace inequality for the majority of Americans -- who do not hold a four-year college degree. Although the course will consider ways to ready workers for good jobs in the economy, the emphasis will be on improving jobs themselves, through voluntary employer behavior, collective action, and public policy. The assignment for the course involves observing and/or interviewing workers in an occupation chosen by the student.

The Material Science of Art (Suzanne Deal Booth Conservation Seminar) – Maria Kokori
ARTH 27800

This course will introduce students to the methods, theories, and strategies of scientific approaches to studying art objects and consider the meaning of different materials and surfaces across artistic media. It will showcase new scholarship generated in the field of conservation science and object-based art history that draws its strength from the collaborative work among scientists, conservators, art historians, and theorists. Conservation science draws on the applied sciences and engineering to understand how to preserve the world’s cultural heritage and forge connections between making and meaning. The course will explore scientific examinations to investigate the production and use of art objects. Focusing on material studies of paintings and sculptures, pigments as well as their binding media, students will learn about the material make-up of art objects by employing visual analysis alongside practical studies using scientific analysis and imaging on campus and at the Art Institute of Chicago. Readings will be drawn from a variety of disciplines, including material science and chemistry, art history, visual and material culture, anthropology, and philosophy.

Narrating Social Change – Alice Kim
HMRT 24205

This course is a mixed enrollment course which brings outside UChicago students and incarcerated students together for a quarter of learning, dialogue and knowledge building across the prison wall. We will examine and analyze narratives in multiple mediums (memoir, poetry, film, art, public memorial, political campaigns and protest) to explore the role of narrative in social change. How do stories of transformation get documented, told and historicized? What are the dangers of a single story and how can dominant narratives be disrupted? What tools and methods can be deployed to surface previously marginalized lived experiences and truths? How have individuals and communities developed platforms to tell their stories and shape new futures? Scheduled to take place Spring quarter, this is the first time a mixed enrollment course is being offered to UChicago students. Eight UChicago students will be selected for enrollment in the course. The class will be held on Fridays, April 3 to June 5, 10:30am to 1:15pm, at Stateville Correctional Center in Crest Hill, Illinois (approximately 40 miles from Hyde Park). This course will require a near full day commitment, from approximately 7:45am to 3:30pm including transportation which will be provided.

Public Policy Practicum: Interview Project on Gun Violence – Chad Broughton
PBPL 26302

This one-quarter practicum in qualitative methods aims to develop interview research skills-including instrument design, questioning, transcription, thematic analysis, and write-up-in the context of a mini-BA thesis trial run. The topic of this version of the practicum is gun violence in Chicago. Students will engage in weekly in-class interviews with informants with wide-ranging vantage points on gun violence as a social and policy problem including community members, scholars, and policy-makers. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using the weekly in-class interviews conducted by students-and supplemented by interviews and observations of their own-will formulate a question related to gun violence and construct the component parts of their own research paper, which they will submit at the end of the quarter.

Public Policy Practicum: Interview Project on Urban Education
PBPL 26303

This one-quarter practicum in qualitative methods aims to develop interview research skills-including instrument design, questioning, transcription, thematic analysis, and write-up-in the context of a mini-BA thesis trial run. The topic of this version of the practicum is urban education. Students will engage in weekly in-class interviews with informants with wide-ranging vantage points on education as a social and policy issue including community members, scholars, and policy-makers. Meant to prepare Public Policy Studies students for the BA thesis process, each student, using the weekly in-class interviews conducted by students-and supplemented by interviews and observations of their own-will formulate a question related to urban education and construct the component parts of their own research paper, which they will submit at the end of the quarter.
Richard Wagner’s Ring of the Nibelung in Performance – David Levin
GRMN 23419; CMST 22119; MUSI 24520; TAPS 26519; FNDL 23419

This seminar, open to undergraduates and beginning graduate students, serves as a critical introduction to and intensive exploration of Richard Wagner’s 19th century tetralogy. In addition to critical readings (e.g., by Wagner, Adorno, Nietzsche, Badiou, Dahlhaus, et al.) and screenings of a host of productions, we will travel downtown to Lyric Opera to attend performances of the Ring cycle in David Pountney’s new production. Our discussions of the Chicago production will be supplemented by conversations with members of the Lyric Opera production team, including Anthony Freud, Lyric Opera’s General Director. No previous knowledge is required although a curiosity about opera, German culture, media history, and/or theater & performance studies will be essential.

Science Communication: Building a Science Exhibit – Angelika Zissimopoulos
BIOS 29103; PHSC 29103

Students will work as a class to create an interactive physical exhibit that communicates a particular scientific topic to the public. The student-created exhibit will be displayed either on campus or across the city of Chicago. We will welcome guest speakers who are experts in data visualization, visual arts, and museum exhibits to demonstrate the variety of ways science can be communicated. Students will also take field trips to the local museums to observe the different ways in which research and science communication work together. Students will critically analyze exhibits, evaluate how exhibits and approaches across the city are similar and different, and reflect on the variety of approaches. An advisory board of researchers from local Chicagoland museums will inform and review the final exhibits.

Water: Economics, Policy and Society – Sabina Shaikh
ENST 21310; ECON 16510; GLST 21310; LLSO 21310; PBPL 21310

Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.