

## HC 226 CITY SHAPERS

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**Hours:** **Mondays**  
6:00 PM to 9:00 PM  
Fall Quarter  
Sept 21, 2009 through Nov 17, 2009  
(includes weekend tour)

**Location:** Loop Campus

**Quarter Hours Credit:** 4

To complete this course a student will negotiate with the instructor to achieve selected competencies and will:

- H-1-X** Communities and Societies Category -- Written by student/faculty
- A-1-X** Interpreting Art Category -- Written by student/faculty
- A-2-C** Can employ principles of design to enhance functions of objects and environments.
- FX** To be negotiated with Instructor.

### **Course Description:**

The growth and development of Chicago has been the result of several complex forces interacting and/or opposing over time. The purpose of this course is to historically examine the individuals who influenced these forces and in some instances became the dominant forces themselves. Primary categories for consideration include: entrepreneurs, politicians, social reformers, artists, builders/developers, literary and religious leaders.

The course will examine specific contributions made by several individuals, some within the context of larger organizational movements. The key economic, political, social and artistic development in Chicago's history will form the overall framework for the study of individual contributions. When appropriate, comparisons will be made with noteworthy individuals who shaped other urban centers.

Tim Hill has served as Visiting Faculty member for the School for New Learning since 1981. He is also a Manager in the Journals Division of the University of Chicago Press, the oldest and largest university press in North America. From 1983 to 1993 he associated in the publishing of architect Harry Weese's landmark Inland Architect Press. He holds a Bachelors degree in Political Science and a Masters degree in Urban Planning from the University of Michigan.

**Outcomes:**

Upon successful completion of the course, students will be able to:

1. Understand the major economic, political, cultural, artistic and historical factors which shape a major metropolitan center.
2. Identify key individuals and the characteristics which make these individuals "prime movers" in the development of the city.
3. Appreciate the contributions made by selected individuals, especially as they affect our lives in the city.
4. Understand and appreciate the form and function of public art and architecture especially as displayed in Chicago's downtown area.
5. Evaluate works of literature, music and art which capture the character and substance of Chicago's history.
6. Analyze the impact of individual decisions and decision makers on the character of Chicago.
7. Understand and relate works of art, music and literature to historical, political and social movements.

**Learning Strategies:**

The course will try to capitalize on the knowledge/interest/experiences of students taking the class, many of whom are expected to be long-term residents of Chicago.

1. Readings
2. Lectures
3. Slide Presentations
4. Tape-Recordings
5. Discussion Sessions
6. Field Tours (Glessner House, Widow Clarke, Prairie Avenue)
7. Student Presentations

### Learning Tools:

#### **Required Readings:**

*Chicago: Growth of a Metropolis* (Mayer & Wade)  
*Chicago- City on the Make* (Algren)  
*A Walk Though Graceland Cemetery* (Lanctot)  
***Chicago Stories, Tales of the City* (Miller and Anderson)**

#### Suggested Readings:

*Chicago: City of Neighborhoods* (Pacyga & Skerrett) (out of print; try library)  
*An Autobiography of Black Chicago* (Travis)  
*Lost Chicago* (Lowe) (out of print; try library)  
*Clues to American Architecture* (Klein & Fogle)  
*Chicago: A Geography of the City and its Region* (Hudson)  
*Chicago Days* (Staff at Chicago Tribune)

### Evaluation:

**Criteria: Each student *should* be able to select and research a specific topic, note current and future implication and give an oral report.**

1. Evaluate the primary economic, political, cultural and artistic developments in Chicago history.
2. Develop an awareness and appreciation for individual contributions which have shaped Chicago.
3. Assess and discuss the impacts of various economic, political, social, cultural, artistic and historical developments.
4. Review, relate and analyze various examples of public art in Chicago and in other urban/suburban areas.
5. Identify architectural types, styles and design techniques; relate the form and design to open space, other building projects and activity.
6. Relate historical events and figures to the present to speculate an alternative futures for Chicago.
7. Understand how the design of objects and environments is influenced by historical and perpetuated by individual initiate.

### **Written Work Will be Evaluated As Follows:**

**A=** designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

**B=** designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

**C=** designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D=** designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly

### **Techniques:**

The evaluation of student learning will be based on student completion of a separate report for each competency, and perhaps an oral report. **Individual interpretation, interaction, involvement and opinion are encouraged.**

- H-1-X** Communities and Societies Category -- Written by student/faculty. Prepare and plan a change strategy for a specific community group or institution. Consider and incorporate the concerns of affected parties. As appropriate, prepare alternative plans with multiple scenarios and affects potentially realized over time.
- A-1-X** Interpreting Art Category -- Written by student/faculty. Can review and assess a particular design, form, or artistic expression. Use historical, social, and geopolitical references, as well as those to the other fine arts. Offer alternative design scenarios and expected positive and negative affects.
- A-2-C** Analyze how a design of an art object or building project is related to specific historical, political or social event/movement. Identify the key individual(s) influencing the design together with the purpose and extent of their involvement. Explain how and why various quality of life elements are affected by the design.
- F-X** Prepare an innovative and purposeful business/community-based change strategy, which builds on creative problem solving techniques, insights, and lessons learned from creative thinkers, while considering the realities of day-to-day.. Relate to your own work/community experience to create your own idealized situation

# CITY SHAPERS

## Tentative Class Schedule- Fall 2009

### 1st Session Sep21

Early Chicago History & Culture  
Introduction & Chicago Imagery  
Early Chicago History & Culture  
Chicago Images (Poetic & Visual)  
Ethnic Settlement Patterns

### 3rd Session Sept 28

Residential Architecture  
Historic Styles  
Frank Lloyd Wright and Prairie School Development

### 4th & 5<sup>th</sup> Sessions Oct 3 (Saturday) or Oct 5 (Sunday) 1800 S. Prairie Avenue

### Prairie Avenue/Glessner House Tour

### 5th Session Oct 12

Skyscraper Development  
Masonry Forms, Steel Frame  
Chicago School of Architecture (early & now)

### 6th Session Oct 19

Public Art  
Historic Themes, Mega-Sculpture, Humanism  
**Outline for 1st Report Due**

### 7th Session Oct 26

Chicago Literature  
Urban Imagery, Poetry, Prose  
Chicago Literature Today

### 8th Session Nov 2

Chicago Politics  
Early Leaders  
Chicago City Council  
'da Mayor

### **1st Report Due**

### **Oral Reports**

### 9th Session Nov 9

High & Low Society  
Life Along the Levee  
Al Capone, Prohibition, & Organized Crime

### **Oral Reports**

### 10th Session Nov 17

Chicago Reformers  
Social, Religious, & Political Leaders

### **Oral Reports**

### **2nd Report Due (SASE)**

Throughout the conduct of his course obligations, Tim Hill pledges to uphold DePaul University's and the School for New Learning's guidelines on academic integrity, as published by the University.

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center ([snladvising@depaul.edu](mailto:snladvising@depaul.edu)) or the Office of Financial Aid ([finaid@depaul.edu](mailto:finaid@depaul.edu)) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee ([snlexceptions@depaul.edu](mailto:snlexceptions@depaul.edu)). In no case is such a refund allowed more than once during a student's career at DePaul.

## Appendix A. Competence Alignment Worksheet

**Course Title:**

Competence Statement:

Discuss the connection between the competence statement and the particular content of the course

Competence Statement H1X Communities & Societies—Written by student/faculty	Facets of the Competence	Learning Outcomes	Learning Activities leading to the Learning Outcomes	Assignments/ Deliverables demonstrating this competence	Criteria for Assessing Student Competence
A1X –Interpreting Art Category – Written by student/faculty A2C Can employ principles of design to enhance functions of objects and environments & FX.					

Narrative/Explanation:

Student Opportunities for Reflecting on their Learning:

