

HC 385 CHICAGO: EMERGENCE OF A METROPOLIS -Fall, 2006

Class Meets: Mondays, 9/11-11/20
6:30-9:30 p.m. Naperville

Instructor: Dr. Phyllis J. Kozlowski

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Textbook: Robert G. Spinney, City of Big Shoulders: A History of Chicago. Northern Illinois University Press, 2000.

Additional Fee: Approximately \$50. for City Field Trip including lunch, bus transportation and entrance fees where applicable.

Faculty Biography: Dr. Phyllis Kozlowski, holds a Ph.D. in art education from The Ohio State University. She has taught at DePaul in the School for New Learning for 11 years and has also developed and taught courses in the Distance Education Program at De Paul. She is a Professor Emeritus from Moraine Valley Community College, where she also chaired the Fine Arts and Humanities Department. As an independent scholar of Chicago History and Architecture, she has given and developed numerous tours and trained docents. She has recently signed a contract to develop a pocket handbook on Chicago history and architecture.

Competencies: H-1-F, S-2-D, S-3-X

Course Description: Incorporated as a town March 4, 1837, Chicago has grown from a small settlement at the junction of the north and south branches of the Chicago River to a thriving metropolis whose geography, diverse population, politics, financial and cultural evolution have all contributed to her status as a world class city.

This course will look at the emergence of the city and provide an overview of the human and physical resources that contributed to the rapid growth of the jewel on Lake Michigan. Students will have the opportunity to review Chicago's past by exploring it as a transportation center, steel producer and "hog butcher to the world" and as a city of the twenty-first century.

Expected Outcomes: Upon successful completion of this course, a student will be able to

- Explain the physical phenomena including geography and topography that enhanced Chicago as a site for development.
- Describe the impact of major events such as the Chicago fire, the World's Columbian Exposition and the Haymarket Riot and their effects on the city.
- Identify the individuals (philanthropists, artists, architects, politicians, developers, etc.) and the contributions they made to the emergence and development of the city.
- Identify the major systems that impact the city and their function, including agencies of the local, state and federal government.
- Speculate on the city's future using her past as a reference.

Learning Strategies Employed:

- Lectures (enhanced by media presentations)
- Student presentations of written papers approaching a critical Issue or historical element that has impacted or will impact on the evolution of the city.
- Group Discussion.
- Field Trip (Including a city tour with visits to historic Pullman, Site of the World's Columbian Exposition, the Rookery Building and much more!)

Format for the Class

Since all competencies offered through this class expect that the student will complete research and document that research with a written paper, presentation of a synopsis of the student's work will be made orally to the class. The format will be designed by the student and may include the use of multi-media. The student should be prepared to answer questions about their research from the class and the instructor. Details of the format for the final project (research paper and presentation) will be discussed the first day of class.

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session.

Competency Criteria:

Each competency must be documented with a written report between 8-10 pages in length and include an extensive bibliography that goes well beyond material found on the internet.

- H1F** Ability to identify the major individuals in the areas of history and government, development and culture which helped to shape the city of Chicago. (H-1-F)
- S2D** Describe the human factor and the populations growth including the influx of immigrants in determining the built environment which emerged before and after the fire. Articulate the problems of a shifting population that is ethnically and racially diverse and the impact it has had on housing in the city. Explain the importance of such events as the glacial period, reversal of the Chicago River, construction of the Sanitary and Ship Canal and the impact they have had on the city's physical and financial well being. (S-2-D)
- S-3-X** Topic to be negotiated and designed in consultation with instructor.

COURSE OUTLINE

- September 11** Introduction to the course and review of competency Requirements.
Video: Chicago: City of the Century Part I
- September 18** Lecture: History of Chicago, Part I
The Great Chicago Fire: A Detailed Look at an Event That Changed the City
Text: Chpts. 1-6, pages 5-122
- September 25** Lecture: History of Chicago, Part II
Reversal of the Chicago River
Steel Mills to Stock Yards
Video: Chicago's Riverfront: Where Past Meets Present
Chicago Stories: Riverview and Century of Progress
Text: Chpts. 7-9, Pages 123-187

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| October 2 | World's Columbian Exposition: Slide Lecture Topic for Research Papers Due Governing Chicago: A look at the Political Structure of the City The Good Guys and the Bad guys: Politicians, Gangsters and Religion in the Windy City <i>Text: Chpts.10, pgs. 188-212</i> |
| October 9 | The Legacy of George M. Pullman <i>Text: pgs. 186-193</i> City of the Century: Part II |
| October 16 | Chicago's Neighborhoods The Burnham Plan for Chicago, 1909 Video: Chicago's Neighborhoods: Design and Diversity <i>Text: Chpts. 11-12, Pages 194-267</i> |
| October 23 | Chicago's Architectural Heritage: Slide Lecture Video: Michigan Ave. and the Magnificent Mile |
| October 30 | Presentation of Student Papers |
| November 6 | Presentation of Student Papers Chicago Jeopardy |
| To Be Determined (replaces Nov. 13) | Class #10 will be a major site visitation by bus and boat. Date to be determined first night of class. This will be a Saturday or Sunday. This will include an in depth narrated city tour, a visit to Historic Pullman, the Clarke and Glessner Houses, the Site of the World's Columbian Exposition and more. Students will be allowed to bring guests. Details will be discussed in class the first night. |
| November 20 | Final Day to submit research papers. |

EVALUATION METHODS AND CRITERIA

1. Completion of all required reading assignments and research providing the groundwork necessary for participation in class discussions, completing final paper and oral presentation.
2. Selection of a topic that is relevant to the competency pursued to be researched and documented with an 8-10 page paper. A synopsis of your paper lasting no more than 15 minutes with 5 minutes for questions will be presented to the class. Topics must be approved by the faculty member and be relevant and contain new information for the class.
3. Active participation in class discussions is required.
4. In addition, students are expected to prepare and take an active role in the "Chicago Jeopardy" final activity in class. This is a team activity, but requires individual participation as it functions as an required exit exam.
5. Attendance is required. Students missing more than two classes should not expect to receive an "A" in the class.
6. Attendance at class field trip. Date will be determined by unanimous decision the first night of class.

Note: Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students Must have regularly attended class, and must have completed two thirds of assignments.

CRITERIA FOR ASSESSMENT:

- A= Designates work of high quality; reflects active participation in the class, a grasp of the subject knowledge, a final paper and presentation indicating significant research and reflection, completion of all reading assignments, participation in the Chicago field trip and regular class attendance and overall significant effort on the part of the student.
- B= Designates work of good quality; reflects participation in the class, a good grasp of the subject matter, a final paper and presentation that exceeds general requirements as stated in the syllabus, attendance at the Chicago field trip and effort on part of the student and regular attendance.
- C= Designates work which minimally meets requirements set forward in the syllabus; research and presentation do not indicate significant work on the part of the student; participation in class discussions is minimal. Attendance is sporadic (late or missed classes).
- D= Designates work of poor quality which does not meet requirements set forth in the syllabus. Missing or poorly presented presentation and paper. Does not participate in Chicago field trip or provide evidence of similar activity. Little or no participation in class discussions and group activities. Poor attendance.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; academic alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily

No incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs.

NOTE: in the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.