School for New Learning
DePaul University
Decision Analytics and BA Undergraduate Programs

AI 259 Chicago Spaces and Places: Why Design Matters

Quarter: Summer 2016
Course Number: LL 280
Credit Hours:
Location: Loop Campus
Day/Time: Saturdays 9am – 12:15 pm
Meeting Dates:
Faculty: Derek Lee Barton, PhD
School for New Learning DePaul University
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Chicago, IL 60604
Phone: 312/618-4439
E-mail: dbarton3@depaul.edu (Preferred communication)

Course Description:
In the 1830s, Chicago’s emerging city government adopted the motto "Urbs in Horto," or "City in a Garden," envisioning Chicago as a lush oasis of commerce and design along the shores of Lake Michigan. Nearly a century later, Daniel Burnham’s Plan of 1909 called for expanding Chicago’s forest preserves, preserving the lakefront, and creating a system of tree-lined boulevards. How well does the Chicago of today match these visions? This course introduces students to the history of landscape design by visiting parks and gardens in the Chicago area. By studying sites like the 606, Garfield Park, and the Alfred Caldwell Lily pool, participants will learn the key features of design movements like modernism, the prairie school, and new urbanism. The course will also study the social aspects of urban space: Who uses parks, and for what purposes? What makes an urban space work well? How are class and race played out in Chicago’s green spaces? How does access to green space map along economic lines? What is at stake when green space is created or lost? Site visits will allow course participants a first-hand experience of these unique landscapes, and a series of short written assignments will address these issues through the lens of disciplines like design history, sociology, and urban ecology. In a culminating project students will apply what they have learned by generating a design, performance, or other creative project of their own, inspired by their experience of Chicago’s landscape.

Faculty Biography:
Derek Lee Barton is a playwright, performance artist, and scholar whose recent work explores how performance practice and scholarship can respond meaningfully to ecological concerns. Derek holds a PhD in Performance Studies from Northwestern University, and his dissertation project, “Staging Nature: Ecology, Performance, and Environments,” examines performative exhibition practices in zoos and gardens, social performance in public nature places, and radical approaches to eco-performance practice in the theater and beyond. His work has appeared in Education, Citizenship, and Social Justice, Readings in Performance and Ecology, and in the Rhinoceros Theatre Festival.
Learning activities:

Decision Analytics:

- Reading of assigned primary and secondary texts;
- Active participation in all class discussions and activities;
- Presence at site visits;
- Journal writing: students will keep a typed journal (1 page per week) of their engagement with the sites and texts. Journals will serve as documentation of sustained engagement with the topic, reflections on in-class activities, insights about ways of knowing in the liberal arts, and one’s changing perspectives based on one’s new learning. Students may be asked to share excerpts in class; journals will be collected weekly.
- A mid-term and final paper, 5-7 pages each, in which you focus your attention on a site or concept highlighting your understanding via three ways of knowing: 1) sociology, 2) design, 3) ecology
- Group Presentation: Your group will select a topic or site and one of the ways of knowing listed above to create a 10-20 minute in-class presentation.
- The Perfect Landscape: As a final project, students will create an original creative work in a medium of their choice (landscape design, website, collage, drawing, sculpture, audio tour, site specific performance, or any other format approved by the instructor) to demonstrate their conception of the perfect landscape. Proposals for this project will be submitted at mid-term and developed in conversation with other course participants and the instructor. Projects will be accompanied by a brief critical reflection synthesizing what students have learned in the course and explaining the choices made.

Competencies:

H-1-H: Can describe and analyze the challenges faced by communities in urban, suburban, or rural areas.

1. Articulates the characteristics of an urban, suburban, or rural geographic area.
2. Identifies one or more communities that embody the attributes of an urban, suburban, or rural geographic area.
3. Provides an in-depth description and analysis of one or more challenges for the selected area(s).

Students demonstrate competence by describing the elements of a geographic area that define it as being urban, suburban, or rural. Analysis may concentrate on either change (updated 7/23/15) over time within one location, or, compare and contrast of several locations and their challenges (such as adequacy of housing and transportation, development of an adequate tax base, migration or emigration of population, planning for land use). Students should consider experiences they have had in their own community as the basis for approaching this competence.

A-1-F: Can evaluate how the aesthetics and function of an object or environment’s design enhances the quality of life.

1. Articulates principles and elements of design.
2. Evaluates how the design affects the aesthetics of an object or environment.
3. Evaluates how the aesthetics and function of a design affects the quality of life for those who experience the environment or use the object.
Students demonstrate this competence by identifying and analyzing elements of design from an aesthetic and functional perspective and by evaluating a design’s effect on quality of life. Examples could include: ergonomics, architecture, interior and landscape design, planned communities, etc.

**Course Learning Outcomes**

Can compare typical questions, methods of inquiry and kinds of evidence in the liberal arts.

1. Can identify, compare and contrast the questions, methods of inquiry and kinds of evidence that characterize three liberal arts based ways of knowing.
2. Can compare and contrast the uses of writing and collaborative learning in each of these ways of knowing.
3. Can identify and use collaborative learning skills
4. Can produce weekly low-stakes writing, revise writing in response to feedback and produce at least two polished pieces, totaling at least 24 pages of writing

**Course Resources**

To buy your books, go to [http://bookstore.mbsdirect.net/de paul.htm](http://bookstore.mbsdirect.net/de paul.htm). Or, go to the DePaul Loop Campus Bookstore: Barnes & Noble, DePaul Center.

**Required Reading:**


All other required readings and videos are embedded within the course or are available in e-reserves: [http://library.depaul.edu/services/Pages/Course-Reserves-Services.aspx](http://library.depaul.edu/services/Pages/Course-Reserves-Services.aspx)

Students are encouraged to read broadly to grasp and speak intelligently about topic and its complexities. Most readings will be available through D2L, the library e-reserve, or from a web-based source.
Course Structure and Schedule

Below is a tentative schedule, which may change. Readings and assignments will be provided in class.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1: 6/18/16</td>
<td>Course Introduction &amp; Site Analysis: Pritzger Park</td>
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</table>
| 2: 6/25/16 | Topic: The Burnham Plan and the Chicago Landscape  
Design Focus: The City Beautiful Movement |
| 3: 7/2/16 | Site Visit: Hyde Park, Museum of Science and Industry, Traces of the Columbian Expo |
| 4: 7/9/16 | Topic: The Chicago Park District, Caldwell, and Wright  
Design Focus: The Prairie School |
| 5: 7/16/16 | Site Visit: The Alfred Caldwell Lily Pool |
| 6: 7/23/16 | Topic: New Urbanism  
Design Focus: Modernism and Post-Modernism |
| 7: 7/30/16 | Site Visit: The 606 |
| 8: 8/6/16 | Panel discussion with area leaders and the Trust for Public Land |
| 9: 8/13/16 | Presentation of Final Projects |
| 10: 8/20/16 | Synthesis – Presentations, projects, & discussion |

Grading Policies and Practices

To complete the course, you must both complete each of the assignments as described in the course materials and submit them to your instructor by the assigned deadline in the manner requested; and, participate in all course discussions by responding to all instructor requests and by interacting with fellow classmates as necessary. No credit can be awarded for assignments missed due to an unexcused absence. See Additional Policies below, including the attendance policy.
General Assessment Criteria for All Writing Assignments

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation. See Holton’s Grading Rubric and Writing Help below. Generally, written work will be evaluated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>Work of good quality; reflects clearly organized and comprehensive understanding of the issues at hand; presents substantive thesis and argument with evident development and support of ideas.</td>
</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>Work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not attended to reading assignments thoroughly.</td>
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Writing Help

- For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much, much more, see the SNL Writing Guide: http://snl.depaul.edu/writing/index.html.

- Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback–by–Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won’t necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.
Schedule your appointments with enough time to think about and use the feedback you’ll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Course Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
<td>A-</td>
<td>91 to 94</td>
</tr>
<tr>
<td>B</td>
<td>85 to 87</td>
<td>B-</td>
<td>81 to 84</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
<td>C-</td>
<td>69 to 72</td>
</tr>
<tr>
<td>D</td>
<td>61 to 64</td>
<td></td>
<td>D+ = 65 to 68</td>
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<tr>
<td></td>
<td>F = 60 or below</td>
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Late Submissions

This course will demand a significant investment of your time and energy. Readings will include sections from various texts, along with selections from the DePaul’s eReserve site and/or other resources. In discussions you will be asked to reflect upon readings and course exercises. You will also write formal and/or informal papers, plans and assessment documents.

Some course assignments will require research. All assignments, however, are designed based on your attention to the learning activities and exercises that precede them. It is therefore essential that you read the materials associated with each assignment thoroughly and carefully.

If for any reason you are unable to complete an assignment by the established deadline, you should contact me immediately for guidance on how to proceed. The expectation for receiving satisfactory credit on any course deliverable (discussions, assignments, assessments, etc.) is on-time submission. Exceptions to this policy will be considered only in cases involving extreme circumstances (emergencies) in which you have notified me. Remember: timely feedback requires a timely submission. Points are deducted for late work, and I reserve the right to refuse late submissions. You are responsible for meeting all deadlines. Also see Incomplete policy below.

Course Expectations

Attendance, Participation, and Time Management

SNL’s courses, be they on-ground or online, are not self-paced and require a regular time commitment EACH week throughout the quarter. You are required to prepare assignments as well as prepare for discussions.

You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus
at least three to six hours of study and homework per week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (DePaul Center #1100) in order to have their absence excused. Two absences for any reason, whether excused or not, may constitute failure of the course. (See Attendance and Late Submission policies below).

Your instructor should be notified if your life events do not allow you to participate in the course for more than one week. This is particularly important when there are small group discussions or you are working as part of a team.

If you find yourself getting behind, please contact your instructor immediately. Also see Attendance policy below.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not my responsibility to make sure you participate regularly and/or submit your assignments. You will receive feedback on written assignments submitted.

Your Role as a Student

As a student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning. You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Please also note that this is a course offered by DePaul University's School for New Learning (SNL), a college for undergraduate and graduate degree-seeking students 24 years and older. SNL welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SNL's mission in supporting a diverse and inclusive environment. More information about SNL can be found here.

Attitude

A professional and academic attitude is expected throughout this course. Measureable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when your instructor is speaking; mocking another's opinion; cell phones ringing; emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. Your instructor will work with the Dean of Students Office to navigate such student issues.
Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue (discussions, informal interactions, one-on-one meetings, etc.) associated with this course is civil and respectful of the dignity of all participants--each student and your instructor. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course. Your instructor will partner with the Dean of Students Office to assist in managing such issues.

Course Netiquette

Class discussions, both online and on-ground, are an important part of your overall academic experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants’ views or opinions
- Think before you write or speak, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive community, both on-ground and online, by offering assistance and support to other participants.
- Use correct grammar and syntax at all times

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the discussed topic; use the rubric provided in class to self-assess the quality of your participation. Participation allows your instructor to “hear” each student’s voice when grading papers. Secondly, your instructor will call upon students so that they may offer comments related to the reading assignments. Students must keep up with the readings to participate in class discussions and activities.

Cell Phones/On Call:

If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and your instructor, texting is never allowed in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Policies, Practices, and Help

Academic Integrity

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; 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 for further details.

**Attendance Policy**

Attendance is both *mandatory and essential* in SNL courses. Students and faculty are expected to arrive on time, and to actively participate in every scheduled class session. Specific course policies may be listed in the course syllabus. Acceptance of the syllabus indicates agreement to policies outlined in that document.

Missing class makes assessment a difficult process; students who miss any class work are subject to a grade reduction. Students who miss more than 10% of any given course are subject to failure. This means that if you miss participating in more than two classes you may not have met the requirements for a passing grade. For example, missing one all-day (two sessions) class (9 am – 4 pm) = 20%. It is within your instructor’s right to fail you—just so you know.

**DePaul Incomplete Policy**

The intent of the Incomplete Grade (IN) is to allow eligible students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

**Eligibility:** Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. **Please do not assume that you will qualify for an incomplete.** Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted an incomplete after the end of the quarter.

You must request an incomplete grade in writing before the end of the quarter in which you are enrolled. If you do receive permission from your instructor to take an incomplete in the course, she will require that you complete, sign, and submit a contract, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form: [http://snl.depaul.edu/student-resources/undergraduate-resources/Documents/UGradForms/incomplete_contract.pdf](http://snl.depaul.edu/student-resources/undergraduate-resources/Documents/UGradForms/incomplete_contract.pdf)
Please note:

- IN grades are given at the discretion of your instructor, who is not obligated to give IN grades at any time.
- Undergraduate and graduate students have two quarters to complete an IN. At the end of the second quarter (excluding summer) following the term in which the IN grade was assigned, if the work is not submitted for assessment and graded accordingly, the IN grade will automatically convert to an “F” grade.
- 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 two-quarter grace period has expired.
- Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committee's permission.
- Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.
- 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.

Pass/Fail Grading Options

There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system, which may, instead, be taken for a letter grade assessment if this is a student’s preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL’s undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

In addition, students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competences assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be
recorded as credit hours attempted but will also be included in computing a student’s grade point average.

For SNL students, competences awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university’s specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

**Plagiarism**

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions may include assigning a grade of F for the assignment and/or the final course grade. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university.

Please be aware that any written work submitted in this course may be verified using Turn-It-In technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact. To help you to cite your sources properly, look at the sites indicated under “Help with Citing Sources and Avoiding Plagiarism” in the SNL Writing Guide’s Writing Help: [https://snlapps.depaul.edu/writing/](https://snlapps.depaul.edu/writing/).
Dean of Students Office

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally the DOS has resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. The DOS is committed to your success as a DePaul student. Please feel free to contact the DOS office.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
Lincoln Park Campus: Student Center 370. (773) 325-1677
Loop Campus: Lewis Center 1420. (312) 362-8002
csd@depaul.edu

Protection of Human Subjects

For more information see: http://research.depaul.edu/

Demonstrating the acquisition of competences in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
• If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, http://www.research.umn.edu/consent.

Copyright and Student Privacy

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