

# INTEGRATIVE LEARNING (IN)

## IN 117 | ART IN CHICAGO | 2 quarter hours (Undergraduate)

This course centers on two distinctive but very different resources for art studies in Chicago: the Terra Museum of American Art and the Museum of Contemporary Art (MCA). The Terra Museum focuses mainly on 19th and 20th century American art, especially the luminous landscapes of American Impressionists. The MCA concentrates on the last 50 years in art, from surrealism through pop art, earth art, video art, and new developments reaching all the way up to today. Both museums are expanding, presenting students with opportunities to take part in museum tours, talks, publications, and lecture series. (2 quarter hours)

## IN 243 | POST-TRAUMATIC SLAVE SYNDROME AND ITS AFFECTS | 2 quarter hours (Undergraduate)

This FDIS seeks to inform students about the nature of trauma, and the impact of post-traumatic slave syndrome (PTSS) on African-American life and culture. In the context of this course, both of these phenomena are associated with 250 years of U.S. chattel slavery, followed by decades of de jure and de facto racial discrimination. It is a subject that has historical, psychological and sociological implications and thus is a must for students pursuing undergraduate and/or graduate work in these areas. With this primary goal in mind, students will be asked to review one of two texts on the subject, Joy DeGruy-Leary's Post Traumatic Slave Syndrome: America's Legacy of Enduring Inquiry and Healing or Thom Burrell's Brainwashed: Challenging the Myth of Black Inferiority, along with selected readings where appropriate.

## IN 249 | NEW YORK: AN HISTORICAL OVERVIEW | 2 quarter hours (Undergraduate)

This Faculty Designed Independent Study (FDIS) encourages students to study the history of one of our nation's oldest and most vibrant cities: New York City, including its five boroughs: Manhattan, the Bronx, Brooklyn, Staten Island, and Queens. The readings associated with the course provide a skeletal history of the city's nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events and/or eras, i.e. the city's role in the American Revolution, the Great Depression, the impact of deindustrialization and suburbanization, and development of art and culture across different epochs, among other areas. Students are finally asked to supplement readings and a major homework assignment with a five-page paper that mirrors the spirit of their competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises.

## IN 307 | INTEGRATIVE LEARNING | 2 quarter hours (Undergraduate)

In this course, students explore the value and practice of being an integrating thinker in today's increasingly complex world. Students are guided to draw connections among the categories and disciplines of liberal learning. Students will develop and demonstrate this ability by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society? To meet upper-division expectations, students synthesize complex ideas, assess significant research in the field, and articulate original perspectives. Prerequisite: Research Methods.

**LL 300 or LL 301 is a prerequisite for this class.**

## IN 362 | SOCIAL JUSTICE AND PROFESSIONAL PRACTICE | 4 quarter hours

### (Undergraduate)

Consistent with DePaul University's Vincentian mission, this course seeks to explore social justice in the context of policing, personal growth and professional practice and, to do so, in a multidisciplinary format. Guided by the life of Saint Vincent de Paul, the ultimate goal of this class is to highlight the virtues of social justice and thereby understand in greater depth how to, via the service of policing, improve the lives of the most marginalized and vulnerable in our society. The course will do so by generating discussion and reflective thought around the elements of social justice, experimenting with the application of said elements and sharing and thus learning from one another. Course deliverables, which include short essays and group and individual presentations, will be supplemented by the drafting of a personal philosophy regarding social justice. (4 credit hours)

**LL 300 is a prerequisite for this class.**