

INSIGHTS

A publication for College of Liberal Arts and Social Sciences alumni

DEPAUL
UNIVERSITY
COLLEGE OF LIBERAL ARTS
AND SOCIAL SCIENCES



Melissa Lorraine, co-founder of Chicago's Theatre Y, participated in one of the DePaul Humanities Center's many events. Read more about the center on page 5.

Fall/Winter 2016

IN THIS ISSUE

6-7 | Why Chicago

9 | Refugee and Forced Migration Studies program

11 | Inside-Out



Interim Dean Lucy Rinehart

NOTES FROM THE INTERIM DEAN

In my first year as interim dean, I've learned anew that LAS is a remarkable place, full of remarkable people doing important work. Like all U.S. institutions of higher education, the college has encountered challenges brought on by shifting demographics and enrollment, rising college costs and intensified arguments about the purpose and value of higher education. But, as the features in this issue clearly illustrate, LAS has consistently risen to these challenges.

DePaul's record of innovation was recognized by U.S. News & World Report in 2015. At DePaul, the driver of innovation is student learning: How can we draw on the resources of this global city to provide learning opportunities for our students?

How can we redesign our classes to engage all learners? As such, innovation is part and parcel of our institutional culture, not something we do because we have to. For that reason, it's often hard to recognize how consistently innovative our faculty and programs are. Recent program reviews have noted how many high-impact practices are already part of our programs, as illustrated by this issue's stories about the Inside-Out program, first-year writing classes for international students and the Dammrich Award to support innovation in the classroom.

Improvisation—especially making room for student-made connections between apparently disparate subjects—lies at the core of liberal education. One of my favorite events last year at the DePaul Humanities Center was the Scholar's Improv. Sketches by an improv group alternated with eight-minute lectures by faculty from three colleges improvising from PowerPoint presentations they had never seen before. Hilarious and inspiring, the event both enlarged the audiences' understanding of the object of study in the humanities and reminded us of the fundamentally improvisational and generative nature of teaching and learning.

In the face of the complex and urgent questions of our time, action is certainly needed, but so is reflection, especially as it is bent toward historical understanding of the contexts in which that action will be taken. As the "Why Chicago?" story illustrates, Chicago is not just a site for action, but also a subject of study. This is the strength of one of our newest graduate programs, refugee and forced migration studies, which combines historical analysis of the current unprecedented world-historical moment with hands-on work in the field.

We look backward in order to see forward. I am the mother of two teenagers who, like many of their peers, negotiate their apprehension about the future by reading apocalyptic fiction. Experts tell us that teen interest in the apocalyptic imaginary reveals much about the pressures they feel: the burden of responsibilities without power, the pressure of hard moral choices and seemingly impossible standards, anxiety about growing inequality and conflicted feelings of antagonism toward the past and those who have left them to clean up the mess. For this generation of students, studying the past in the course of planning for the future can usefully estrange the present and help them see patterns across time and space that reveal new ways forward, new answers to St. Vincent de Paul's question, "What must be done?"

Alumni readers of this newsletter, of course, are particularly attuned to these dynamic relationships between past, present and future. I know that the stories in this issue will make you as proud to be associated with this college as they do me and hopeful about its next chapter as we ready ourselves to welcome a new dean.

INSIGHTS

We welcome your story ideas, questions and comments. Please contact Melissa Smith at (312) 362-5266 or msmit134@depaul.edu.

Office of Alumni Relations
alumni.depaul.edu
(800) 437-1898

College of Liberal Arts and Social Sciences
las.depaul.edu
lasdeansoffice@depaul.edu

Editor

Melissa Smith (LAS MA '12)

Editorial Contributors

Kelsey Schagemann
Melissa Smith
Jamie Sokolik
Jacob Sabolo (LAS '12)

Designer

Courtney Yoelin (LAS MA '14)

Stay connected to DePaul through our online communities, including Facebook, LinkedIn, Flickr, YouTube, Twitter and Instagram. Visit alumni.depaul.edu to sign up today.



PRESERVATION OF KNOWLEDGE: Alumna strives to record Native American legacy

Jars of dried botanical specimens decorate various surfaces in Rosalyn LaPier's (LAS MA '00) office at the University of Montana in Missoula, where she serves as an assistant professor of environmental studies. "I learned through my grandmother and aunt about medicinal and edible plants," remembers LaPier. "I went from having that information shared with me within the family to being interested in it on an academic level." At the University of Montana, LaPier focuses her work on environmental history, ethnobotany (the study of the relationship between people and plants) and traditional environmental knowledge, or T.E.K. (the study of human relationships and place).

LaPier is an enrolled member of the Blackfoot tribe, and while she is also Métis, LaPier grew up primarily on the Blackfoot reservation in Montana. She first left home to study physics at Colorado College in Colorado Springs, where she explored how the universe works from a scientific perspective. By the time LaPier enrolled in the Master of Arts in liberal studies (MALS) program at DePaul, she had switched her focus to metaphysical matters like "Why do we think the way we do about the universe?," "What are different people's worldviews?," and "How do those beliefs impact their behavior?"

She eventually turned her MALS master's thesis into a book, "City Indian: Native American Activism in Chicago, 1893-1934" (University of Nebraska Press, 2015), which she co-authored with David R. M. Beck. "After 1833, there were supposed to be no more Indians in Illinois, but between Chicago's two world fairs in 1893 and 1933, there was a significant amount of activism in Chicago by Native Americans," she says. "I wanted to highlight those people who were trying to create change within the United States and within Chicago."

LaPier furthers her work on a broader scale as a research associate at the Smithsonian Institution's National Museum of Natural History in Washington, D.C., where she has begun work on a new book concerning Blackfoot religious belief systems. "I'm interested in the concept of purity," she explains. "In every religion around the world, every society has an idea of what they consider pure and what they consider polluted, and every society has an idea of methods, rituals and ceremonies of how to make something or somebody who is polluted pure." LaPier has been scouring the archives for interviews with Blackfoot elders, ritual materials and botanical specimens to examine how the Blackfoot purification practices compare with those of other groups.

Among her other projects, LaPier is involved with Native American language preservation efforts. "When we lose native languages, we lose that environmental story, that connection people have between themselves and the natural world," she says. "For the most part, native people have lived in the same places that they've always lived for thousands of years. They have a connection to that place, and that connection is found within their language."

LaPier's hope is to record as much Native American history as possible within her body of work. "It's important to me to share knowledge," she says. "My grandmother strongly encouraged me to write things down because if we don't, who's going to? My mission in life is not only to write about the Blackfeet, but to write about native people in general. People outside of the community are not going to know about our history unless somebody from inside the community writes about it."



STUDENTS EXPLORE WRITING AT DePAUL IN INNOVATIVE COURSE

The Dammrich Award: Past and Present

The annual Thomas (LAS '74, MBA '78, BUS MS '85) and Carol Dammrich (CSH '76) Faculty Innovation Award was established in 2013 to foster innovation among LAS courses. Since then, three professors, including Julie Bokser, have received the award.

John Shanahan, associate dean of the College of LAS, director of the liberal studies program and associate professor of English, received the first award for his senior capstone, Literature in the Age of Intelligent Machines. The course, taught in conjunction with Associate University Librarian Megan Bernal, encouraged students to investigate the material history of literature from hand-pressed ink on paper to pixels on e-readers.

"Students investigated what literature is and what studying literature requires in today's world, which is increasingly shaped by media and technology," Shanahan says. "I always look forward to teaching this class and will do so again in the future."

The 2015 Dammrich Award recipient was Ben Epstein, assistant professor of political science, for the course Expanding the Use of Web-Based Tools in Order to Enhance Internet Literacy and Political Efficacy. He will use the award money to expand the scope of his students' knowledge of and hands-on engagement with mobile technologies and digital resources in his course The Internet, Technology and Politics.

By Jamie Sokolik

What makes someone a writer? Is it a degree? Is it simply the act of writing itself? Is it something else?

The students in Associate Professor Julie Bokser's writing, rhetoric and discourse (WRD) spring 2015 capstone class, Rhetoric and Public Writing—DePaul Writes, asked exactly these questions. In exploring the answers and learning about different kinds of writing, the students reflected on their studies throughout the program during a project that examined how individuals within the DePaul community use writing in their daily lives. The students communicated their findings in an exhibit displayed at the Lincoln Park Student Center.

"Their subject could be anyone from a staff member to a faculty member to a student—exploring whether writing was an intentional part of their lives or not," Bokser says. "In addition to learning about the different ways and reasons people on campus write, they learned to consider a particular audience and to write for that specific public."

The diverse subjects of the exhibit included the Rev. Edward Udovic, C.M. (LAS '76), university secretary, senior executive for university mission, vice president for teaching and learning resources, and associate professor of history; his executive assistant, Mark Loper (LAS '11); and law student Maggie Miller (CSH '13). Deanna Gonzalez (LAS '15) interviewed Krystal Lewis, information commons and student engagement librarian at the Richardson Library, and came to some surprising conclusions.

"Lewis does a ton of writing," Gonzalez says. "She works on the blog, she responds to the questions that come through the library's instant messenger service on their website, but she doesn't consider herself a writer. I think that's the way it is for a lot of people. They don't think the things they do make them 'writers.' That was a huge realization for me. Personally, I feel it's the stuff you do every day."

Bokser conceived of the course when she applied for the Thomas (LAS '74, MBA '78, BUS MS '85) and Carol Dammrich (CSH '76) Faculty Innovation Award, given to a professor in the College of LAS every year who is judged to have the most inventive, forward-thinking course proposal. The university has a commitment to innovation, which was recognized in September 2015 by U.S. News & World Report when it named DePaul one of the top 25 most innovative universities in the country. The Dammrich Award is just one example of how LAS promotes innovation.

"The class gave us the opportunity to take our education and work with it or reflect on it in a way that made it transferable outside of the student context," says Ted Daisher (LAS '15), who now teaches English at Huaqiao University in Quanzhou, China. "We were all very excited about putting together the exhibit. That sincere drive to implement collaboratively everything we'd learned in our previous WRD courses enabled us to put together a really wonderful display for the DePaul community and to learn a ton in the process."



By Kelsey Schagemann

DePAUL HUMANITIES CENTER SPARKS CREATIVE THOUGHT AND ENGAGEMENT

For those outside the academy, the humanities may conjure any number of images, often of scholars and artists enmeshed in solitary work. Yet these images don't begin to cover the breadth and depth of humanities disciplines, nor do they capture their more playful side. The DePaul Humanities Center takes a multifaceted, hands-on approach to sharing the excitement of the humanities with the university and larger community.

H. Peter Steeves, professor of philosophy and the center's director, works behind the scenes to bring a full slate of programs to life each year. "I try to engender an environment that is rigorous and scholarly, where real and important work can be done, but in such a way that it makes room for performance, multisensory experiences, new ways of approaching topics and innovative audience engagement," he says. Judging from last year's overall attendance of approximately 2,000 people, Steeves is well on his way to making the center one of the Midwest's premier destinations for innovative humanities research and programming.

Since becoming director in 2013, Steeves has introduced four annual events, as well as several theme-based, yearlong programs, such as the current offerings, "Hungry Hungry Humanities" and "Making the Novel Novel." The former explores the relationship of food, eating and the humanities, while the latter takes a deep dive into three classic novels, "Don Quixote," "Lolita" and "Moby-Dick."

"The Horror of the Humanities," one of the center's annual events, both engages with and upends common ideas of horror. An interactive haunted house brings this approach starkly to light with tongue-in-cheek exhibits, such as "texting zombies," which Steeves describes as "hidden-camera footage of real people walking into walls, falling down and otherwise being mindless while texting." The Oct. 29 event also featured Halloween-themed improv comedy, followed by a screening and discussion of "Antiviral" with the film's director, Brandon Cronenberg.

Cronenberg isn't the first well-known name to make an appearance at the DePaul Humanities Center. Last June, Wilco frontman Jeff Tweedy kicked off a marathon 24-hour reading of

award-winning author George Saunders' work. Academy Award-nominated actor Jesse Eisenberg participated remotely from New York, and Saunders himself delivered a concluding lecture on the value of the humanities. This event, as well as previous events with photographer Sally Mann, actor Crispin Glover and filmmakers the Brothers Quay, attracted attendees from out of state.

No matter the topic, Steeves strives to open his audience's eyes to new ways of thinking. "It has always seemed to me that the best way to think about any question is to look at it from as many vantage points as possible," he says. "In an age of increasing specialization, we need places like the Humanities Center, where people from many different backgrounds can come together to think, talk, study, create, perform and learn."

Alumni and members of the general public are welcome to attend all events. For more information, visit bit.ly/depaulhumanitiescenter, "like" the DePaul Humanities Center on Facebook or follow on Twitter @DPU_Hum_Ctr.



WHY CHICAGO?

PROFESSORS REFLECT ON INTEGRATING THE CITY INTO THE CLASSROOM

From the moment DePaul students step on campus, they are immersed in the city, which can be an overwhelming experience. Discover Chicago and Explore Chicago offerings help acclimate new students to the sprawling metropolis that is their extended campus. In addition, as they progress through their academic programs, students continue to engage with course work that involves Chicago in unique and exciting ways. “Many LAS faculty and classes introduce students to Chicago, both as a laboratory where ideas and methods are studied and tested, and an object of study,” says Interim Dean Lucy Rinehart. “Like many urban universities, DePaul invites prospective students to think about the advantages of going to school in a big city. There, they will encounter diversity, complexity

and opportunity. The question for our faculty and students is, ‘What opportunities for study does Chicago provide better than other cities?’”

EXAMINING TRANSIT DATA

Divvy bike sharing burst onto the Chicago scene in 2013, opening up a new way for residents and tourists alike to get around the city. For the past two years, Hugh Bartling, associate professor of public policy studies, has been working with students in his capstone class to analyze data from Divvy to determine usage patterns. They examine times and locations at which users check out and check in bikes; however, these data reveal little about the users themselves, so the students also conduct surveys by camping out in front of Divvy stations. “The idea is to get a sense for how people are using this transportation option,” he says. To date, Bartling and his

students have found that more men use Divvy than women, it often serves as one leg of a user’s commute and recreational use increases on the weekends. “We asked people if they would have taken the trip if Divvy hadn’t been around, and a lot of them said they wouldn’t,” he explains. “We argue it’s giving people more opportunity to explore the city.”

In addition, Bartling includes CTA data in the course he teaches in the sustainable urban development master’s program. “We’re trying to get a sense of how people move around on public transportation and how that relates to the demographic conditions in a particular neighborhood,” he explains. “It gives the students a way to engage with real-life data and a better sense of larger social patterns in the city.” Bartling feels the city-in-the-classroom training his students receive makes them more marketable. “I’ve seen a lot of students go on to

leverage that experience into jobs,” he says. “We’re seeing students and alumni develop leadership roles in the private and nonprofit sectors because of it.”

EXPERIENCING SOCIOLOGY FIRSTHAND

John Joe Schlichtman, assistant professor of sociology, enjoys not only teaching students various sociological theories, but also allowing them to experience those theories in action through service-learning opportunities. “Students are able to examine their own point of view and their perceptions about a neighborhood through the lens of their own lived experience,” he asserts. “That’s everything as far as I’m concerned, especially as a sociologist.” With the help of DePaul’s Steans Center for Community-based Service Learning, students in Schlichtman’s Community and Society class choose between working

with homeless services nonprofit La Casa Norte in Humboldt Park, exploring public policy and activism with the Kenwood Oakland Community Organization in North Kenwood and mentoring youths at the Peace Corner in Austin.

“It can’t be just charity,” Schlichtman stresses. “Students should engage with the issues of their community. For many students, when they chose their college, they chose Chicago. I encourage them to take that a step further and become residents of Chicago, not merely tourists. This is a global city, but it is a global city in which political and social life are accessible. Students can quickly fall into step with what is going on with a particular issue or in a particular neighborhood. The microcosms of different types of neighborhoods and different ways of life are especially important to Chicago being what it is today. They provide students great

opportunities for engagement as they further their understanding.”

In other classes, Schlichtman has his students conduct photographic inventories and ethnographic studies of neighborhoods. “Chicago is a place where you can see a problem as a student, learn about it, align with folks who are working to resolve it and then actually make your living in a career related to it,” he says. Students in the new cities, action, power and practice concentration take that statement to heart. “This is how my students find work. They engage in community-based relationships the moment they step on campus, cultivate both those relationships and their interests, and develop an expertise that can benefit the community before they leave us,” he says. “Ideally, when they leave, those interests are not merely passions, but they also become marketable.”



Meeting the needs of international students

Rose-mary Motunrayo wasn't sure what to expect when she came to the United States to pursue her higher education. The Nigerian native had taken a class called Exploring America to prepare her prior to matriculating at DePaul, but Motunrayo remained wary. "The class was meant to make us learn about American culture, but failed to do so," she explains. "The instructors pulled out slides and kept talking. They talked at us, not with us." But her trepidation vanished after taking Writing, Rhetoric and Discourse (WRD) 111 with writing instructor Margaret Poncin (LAS MA '10). "We all shared experiences from our home countries," says Motunrayo. "Poncin was happy to learn from us, and we learned a lot from her. We familiarized ourselves with the U.S. classroom culture and explored Chicago."

Motunrayo was one of 34 students from Nigeria and China who came to DePaul as part of the U.S. Pathway Program (USPP), a program created by the Consortium of North American Universities that prepares students from the two countries to enroll in American universities. Qualifying students take one year of university classes in their home country before transferring to one of six partner institutions to complete their studies. "There's a strong push to bring in international students, not just at DePaul, but also at other universities," says Jason Schneider, assistant professor of WRD and coordinator of the graduate certificate in teaching English to speakers of other languages. USPP is only one effort DePaul employs to recruit students from around the world. "These students are a great addition to our community. As institutions, we should be supporting their needs," says Schneider. "These students are smart and can do all the work, but they might need more support with language."

The WRD department also offers special "x" sections of required composition courses WRD 103 and 104 for international students and non-native English speakers. "For every first-year student, the first term is really crazy, but it's so much more difficult as an international student," says Poncin. "It takes so much longer to do everything, particularly if their first language isn't English." Both Poncin and Schneider teach "x" sections, which offer additional support to international students while also helping them to meet the course goals of all first-year writing classes. "A lot of the students that come in have never written anything like a research paper before in any language," says Schneider. So instructors not only cover how to write an academic paper from a grammatical standpoint, but they also help students develop rhetorical knowledge about issues such as genre, audience, and context, which are foundational for successful academic writing.

All of WRD's international efforts seek to make students feel more comfortable during their time at DePaul. "WRD 103x, 104x and 111 are places where they can be confident, where they can participate in class discussion. They don't have to be afraid to ask questions," Poncin says. That's exactly what Motunrayo took away from her WRD 111 class. "If every school treated international students the way DePaul does, they would have little or no problem adapting to the U.S.," she enthuses.



Examining the world refugee crisis

In June 2015, the United Nations High Commissioner for Refugees reported that worldwide displacement had reached an all-time high, with approximately 59.5 million people displaced due to conflict and persecution in their home countries. With no end to these crises in sight, thousands continue to flee their homes. There is a pressing need for professionals trained to serve this population, and the College of LAS has answered that need with a new master's program in refugee and forced migration studies.

"Students get training in law, public service, history, public health and community service," says Shailja Sharma, associate dean of the College of LAS, associate professor of international studies and director of the refugee and forced migration studies program. In addition, students must complete two internships comprising a total of 200 hours in the field. To date, internship opportunities are available at RefugeeOne, the American Red Cross, the Ethiopian Community Association of Chicago, World Relief Chicago, GirlForward and the Heartland Alliance, as well as the Asylum & Immigration Law Clinic at the DePaul College of Law.

"This is a degree that gets students prepared to work with refugee and forced migration issues on the ground with people

who are actually involved in developing structures and policies to support refugees," says Howard Rosing, executive director of the Steans Center for Community-based Service Learning at DePaul. Sharma adds, "Our students will graduate with a well-rounded sense of what it means to work with refugees."

The refugee and forced migration studies program draws faculty from 11 departments across three different colleges at DePaul. "Even though it's based in LAS, we try to reach across college boundaries, as well as disciplinary boundaries, in order to create a program that reflects DePaul at its best," says Sharma. "It's a very mission-central program because of the Vincencian heritage of working with people who are displaced and dispossessed."

While the worldwide refugee crisis continues to grow, Sharma feels it's important to gain the skills and training needed to offer sustainable support. "It's not just taking food to people, but organizing a steady supply of food," says Sharma. "The program provides the skills to cope with the emotional side, too, because the rates of burnout in working with refugees are high. This program really prepares students to do something important and meaningful."

WHY PURSUE REFUGEE AND FORCED MIGRATION STUDIES?

With the first cohort in the new refugee and forced migration studies program underway, three students reflect on why they decided to further their studies academically before plunging into the field.

"I'm originally from Ethiopia, but I was born and raised in Sudan before my family resettled in the United States. We went through the same experiences as someone who seeks asylum would, so in the back of my mind, I've always wanted to help refugees." —Addisalem Agegnehu



"We need to find short-term solutions for immediate crisis situations, but we also have to look toward developing durable solutions that address the root causes of the problems. It's something that really interests me, and it's important that somebody works on these topics." —Wallis Raekelboom



"I interned with Catholic Charities in Virginia, but I felt I was lacking knowledge of the historical issues that were going on in the Middle East and Central and South America. I wanted to keep learning so I could better help the people I work with when I graduate." —Kevin Douds





THE IMPACT OF POPE FRANCIS'S VISIT TO THE UNITED STATES

Scott Moringiello, assistant professor of Catholic studies, took a few minutes to reflect on Pope Francis's September 2015 trip to the United States and the various ways in which the Department of Catholic Studies and the Center for World Catholicism and Intercultural Theology followed this historic visit.

What brought Pope Francis to the United States?

Pope Francis came to the United States to take part in the World Meeting of Families Congress, which is held every three years and is organized by the Holy See's Pontifical Council for the Family. These meetings began in 1994 while St. John Paul II was pope, and have been held in Rome, Italy; Rio de Janeiro, Brazil; Manila, Philippines; Valencia, Spain; Mexico City, Mexico; Milan, Italy; and Philadelphia, Pennsylvania. These meetings are meant to bring families together from around the world so that they can share their thoughts on living out their Christian vocation in the context of their families.

What did Pope Francis do while here?

Pope Francis used the trip to the United States as an opportunity to celebrate the canonization mass of Junipero Serra, who founded the missions in California. His canonization is the first time a saint has been canonized in the United States. Associate Professor Emanuele Colombo, chair of the Catholic studies department, gave a talk about Serra to an audience of DePaul faculty, students and members of the community in September to celebrate this historic occasion closer to home. In his talk, Colombo reflected on the importance of Serra's sainthood, quoting Pope Francis: "Serra was the embodiment of 'a church which goes forth,' a church which sets out to bring everywhere the reconciling tenderness of God." Colombo went on to say that Serra lived by the motto "siempre adelante" (keep moving forward). He called on the audience to embrace these words as well.

Of course, Pope Francis also met with political leaders while he was in the United States. His speech to a joint session of the U.S. Congress covered a wide range of topics from his concern about climate change to defending life in all its stages to the plight of refugees and immigrants. While he was in the United States, Pope Francis continued a major theme of his papacy, which is reaching out to the people on the peripheries of society. He met with the homeless in Washington, D.C., with immigrants in New York City, and with prisoners in Philadelphia. Many different Catholic groups met in Philadelphia during the pope's visit to talk about their work, including Catholic studies student Griffin Hardy, who discussed his work against the death penalty as part of Ministry Against the Death Penalty, the organization led by Sister Helen Prejean, C.S.J. (DHL '00), that works to end capital punishment in the United States.

In what ways will DePaul explore Pope Francis's ministry in the future?

With a particular focus on global Catholicism, the Department of Catholic Studies and the Center for World Catholicism and Intercultural Theology will continue to follow Pope Francis's leadership of the church as he engages with various communities around the world. He visited Kenya, Uganda and the Central African Republic in November 2015, and he will visit Argentina, Chile and Uruguay in July. We will continue to examine what comes of his work.

SERVICE-LEARNING COURSES PROVIDE GLIMPSE INTO THE PRISON SYSTEM

Maggie Miller (CSH '13) discussed the week's reading with her classmates at Stateville Correctional Center in Crest Hill, Ill., as part of the first cohort of the Inside-Out Prison Exchange Program, a service-learning experience that pairs an equal number of college students with male inmates for classes on restorative justice (repairing harm as opposed to merely punishing offenders). Philosophy Instructor Kimberley Moe had assigned book one of Aristotle's "Nicomachean Ethics," and Miller, like many of her peers—both DePaul students and student inmates alike—struggled through the assignment, pausing every few minutes to take a break from the density of the prose. One tenacious Latino inmate even translated the text into Spanish using a dictionary, hoping to better understand it. "This was the most rigorous class I've taken because the guys set the bar so high," Miller asserts. "I learned a lot more because of it."

For 10 weeks, DePaul students attended classes at the prison, completed reading assignments, participated in class discussions and wrote reflective papers. "One group does not teach the other; rather, all students learn with each other," says Moe. "Everyone involved is affected by the shared experience itself, and a connection develops that is grounded in collaboration and equality." Moe has taught nine courses at Stateville since launching the program at DePaul in 2011.

"We all have strong views on those who are incarcerated, especially in a maximum-security prison," explains Moe. "In the media, we're bombarded with all kinds of horrific images of heinous crimes. What the students discover inside the prison are real people who have a lot in common with them. It's transformative." Moe holds think tanks every Thursday with

former participants—both inside and out—to brainstorm ways to improve and expand offerings. The Inside-Out think tanks have produced two additional philosophy courses (Masculinity, Justice and Law and Law and the Political System), newsletters, a correspondence course and a letter-writing campaign titled "Why My Life Matters," which was shown at Cortelyou Commons during the April 2015 visit of Sister Helen Prejean, C.S.J., (DHL '00).

"I wanted [my class] to have this feeling of hope, not hopelessness," says John Zeigler, director of the Egan Office of Urban Education and Community Partnerships at the Steans Center for Community-based Service Learning and faculty member who developed and taught the new masculinity course in spring 2015. "What do you look at in terms of changing not only your narrative, but also the narrative outside of the walls? How does your story translate in a way that can help to influence others? How do you begin to think about deconstructing systems that allow for these things to happen?"

Miller took those questions to heart. She was inspired by her classroom and think tank experiences in the Inside-Out program to enroll at the DePaul College of Law. "To hear what my inside classmates think it means to be somebody's advocate within the legal system has been very valuable to me," she says. "It helps keep me grounded. There's a lot of good society could be doing that we're choosing not to do, and a law degree gives me a platform

to be able to do that. I would love to get to a point in my legal career where I can say [to my fellow legal advocates], 'I've read the things you've read. I've studied the things you've studied. I know the things you know, but what we're doing is wrong, and we need to fix it.'"

Visit steans.depaul.edu to learn more about the Inside-Out Prison Exchange Program at DePaul.



IN BRIEF

WICKLANDER CHAIR IN BUSINESS ETHICS

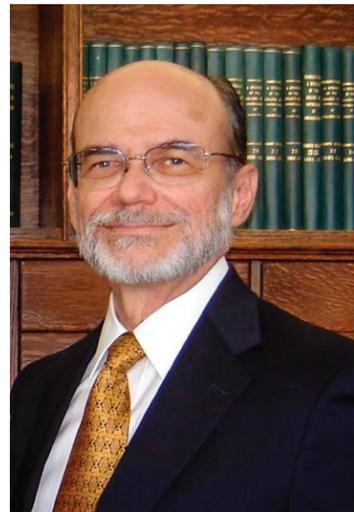
In July 2015, Daryl Koehn, professor of philosophy, returned to DePaul to serve as the Wicklander Chair in Business Ethics at the Institute for Business and Professional Ethics, a cross-college collaboration between the College of LAS and the Driehaus College of Business that strives to resolve real-world ethical challenges through academic research. Previously, Koehn taught philosophy at DePaul from 1991 to 1998, during which time she held the Wicklander Chair from 1997 to 1998. In her current role, Koehn will serve as director of the institute, where she will develop a web portal to share resources about “benefit corporations,” as well as a set of business ethics cases for middle management. Koehn succeeds Patricia Werhane, professor of philosophy, as chair.



(DePaul University/Jeff Carrion)

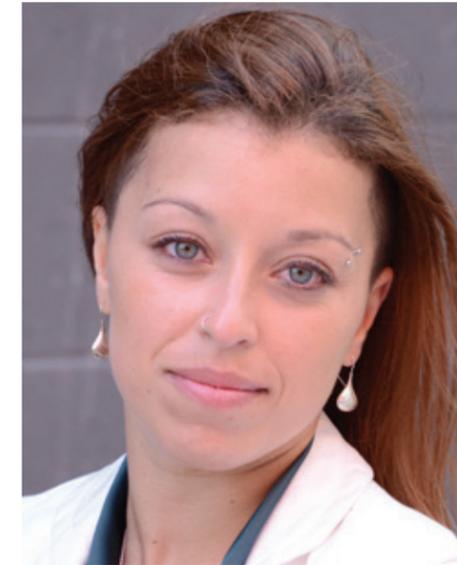
IN MEMORIAM FOR H. WOODS BOWMAN

Professor Emeritus H. Woods Bowman died in an automobile accident on July 10, 2015. He was 73 years old. Bowman was born in Charleston, W.V., and received dual degrees from the Massachusetts Institute of Technology in physics and economics, as well as his master's in public administration and his PhD from Syracuse University. He was elected to the Illinois House of Representatives in 1976, where he served until 1990. Bowman was Cook County's chief financial officer from 1991 to 1994 before joining DePaul in 1995 as an assistant professor of public service. He achieved the rank of full professor in 2007 and retired in 2012 as a member of the DePaul Emeritus Society. The DePaul community mourned his loss during a memorial service at St. Vincent de Paul Parish on Nov. 13. Bowman is survived by his wife, Michele Thompson.



THE WOMEN'S CENTER CELEBRATES 20 YEARS WITH FEMINIST EDITOR

On Oct. 5, 2015, the Women's Center welcomed award-winning writer Cherrie Moraga, to commemorate both the 20th anniversary of the center and the 30th anniversary of the publication of “This Bridge Called My Back: Writings by Radical Women of Color,” which Moraga co-edited. “How can ‘Bridge’ still be timely 35 years later?” Moraga asked. “When we were putting it together, we felt it defined a whole epic of movements in the late ‘60s and early ‘70s. I am grateful that I came of age during a time when we could imagine the future meant progress. When you’re looking at the current institutional changes in the fabric of ideas and policy, then you see that, in fact, today we need ‘Bridge’ more than ever.” The discussion with Moraga was the first in the Women's Center's yearlong anniversary series. For more information on future events, visit bit.ly/wcdepaul.

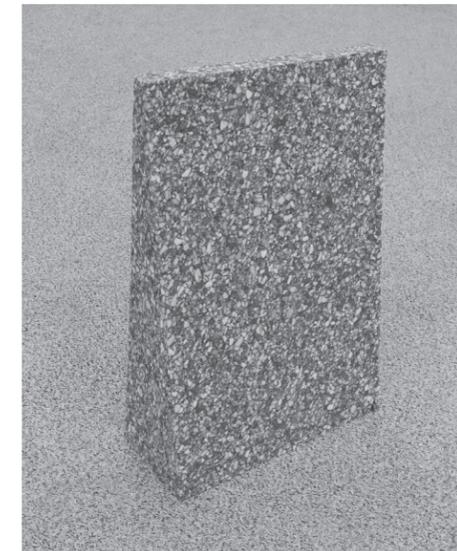


VISITING IDA B. WELLS POSTDOCTORAL FELLOW

Alyssa Garcia joined DePaul as the visiting Ida B. Wells Postdoctoral Fellow in the Department of African and Black Diaspora Studies for the 2015-16 academic year. Her research draws on Latin American, Caribbean and Latino/a studies, critical race theory and feminist ethnography to examine the intersections of race, gender and sexuality. Garcia delivered the Ida B. Wells Postdoctoral Scholar Lecture, “Discourse and Difference Embodied: Sex Work and the Regulation of Black Women's Bodies in Cuba,” on Oct. 15, 2015.

ART EXHIBIT

Current art, media and design students and recent alumni participated in a juried art exhibit at the University Club of Chicago, which ran Nov. 9 through Dec. 13, 2015. Featured artists included Clare Byrne, Dafne Chan, Mary Costanza, Lauren Dacy (LAS '15), Angela Guest, Catherine Ostholthoff (LAS '15), Jimmy Coyote (aka Kristina Pedersen), Emily Simon and Witnee Warell. The exhibit was juried by Associate Professor Jessica Larva, Vincent de Paul Professor Bibiana Suarez and Associate Professor Chi Jang Yin and was part of a student series hosted by the University Club of Chicago's Literature and Art Committee.



LAS COMMUNITY RECOGNIZED AT ACADEMIC CONVOCATION IN SEPTEMBER 2015

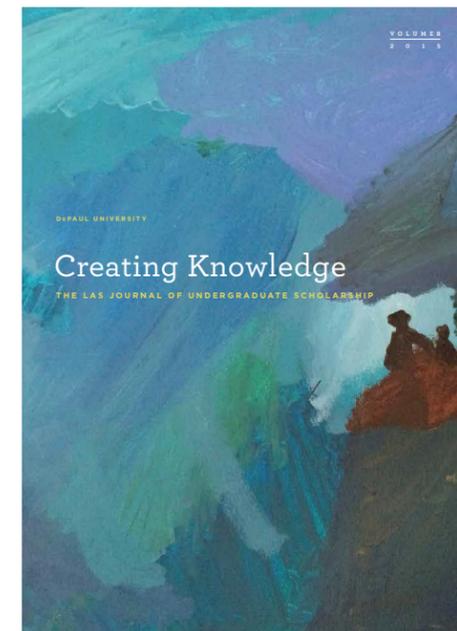
On Sept. 3, 2015, DePaul President the Rev. Dennis H. Holtschneider, C.M., presented several members of the LAS community with awards to recognize their extraordinary efforts. Carol Goodman Jackson, office manager in the LAS undergraduate office, and Leah Neubauer (CMN '03, LAS MA '10), manager of the Master of Public Health program, received the Spirit of DePaul Award. Samuel Morgan, associate director of credentialing in the LAS undergraduate office, received the Staff Quality Service Award. Katie Duclo, assistant director of academic advising at the School of Public Service, and Elizabeth Kelly, professor of women's and gender studies, received the Gerald Paetsch Academic Advising Award. Matthew Giron, associate professor of art, media and design, and Robin Mitchell, assistant professor of women's and gender studies, received the Excellence in Teaching Award.



Elizabeth Kelly, left, and Katie Duclo received Gerald Paetsch Academic Advising Awards at academic convocation on Sept. 3, 2015. (DePaul University/Jeff Carrion)



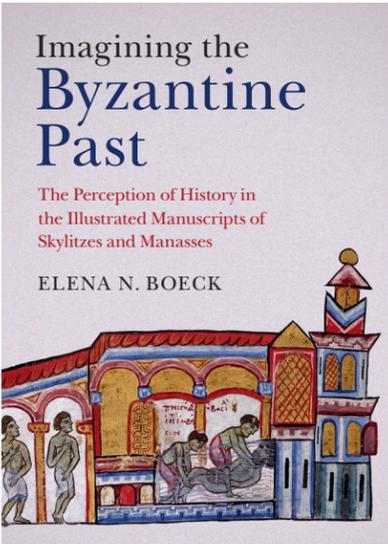
Cherrie Moraga speaks to a crowd at Courtelyou Commons in Oct. 2015.



CREATING KNOWLEDGE

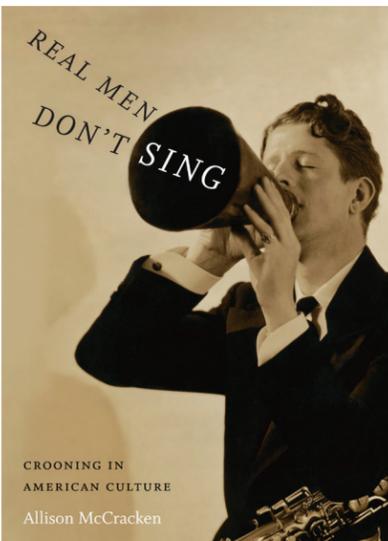
The eighth volume of *Creating Knowledge*, the journal of undergraduate scholarship, features 19 essays and 14 art works, representing student work in 20 different departments and programs in the College of LAS. Warren Schultz, associate dean of undergraduate studies, edited the journal, and more than 60 faculty members reviewed, selected and edited student work for inclusion. For more information or to view the latest volume, visit bit.ly/lascreatingknowledge.

FACULTY PUBLICATIONS



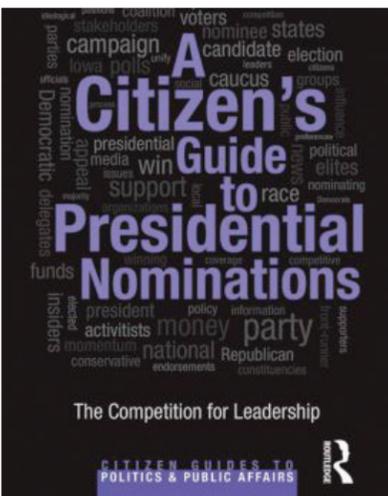
Imagining the Byzantine Past: The Perception of History in the Illustrated Manuscripts of Skylitzes and Manasses

In "Imagining the Byzantine Past: The Perception of History in the Illustrated Manuscripts of Skylitzes and Manasses" (Cambridge University Press), Elena Boeck, associate professor of the history of art and architecture, argues that Byzantine history was selectively reimagined to suit the interests of outsiders.



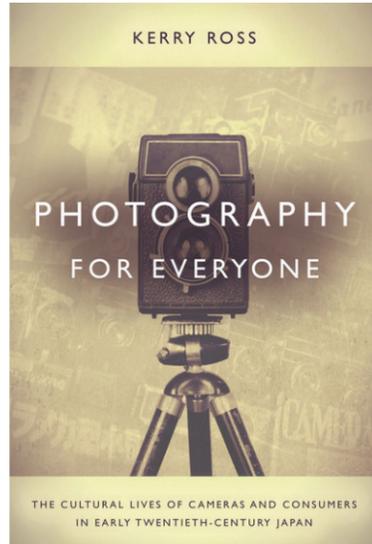
Real Men Don't Sing: Crooning in American Culture

In "Real Men Don't Sing: Crooning in American Culture" (Duke University Press), Allison McCracken, associate professor of American studies, outlines the history of crooning from its origins in minstrelsy through its association with white recording artists, band singers and radio stars. She asserts that the singing style's short-lived, yet massive, popularity fundamentally changed American culture.



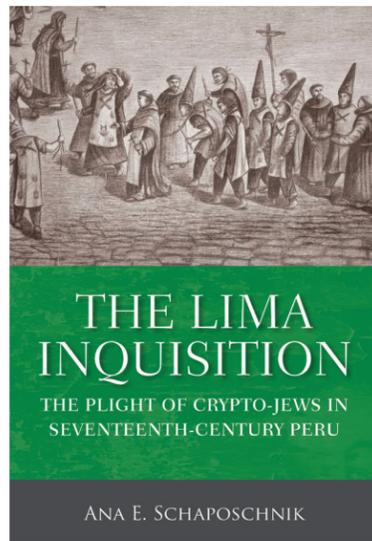
A Citizen's Guide to Presidential Nominations: The Competition for Leadership

In "A Citizen's Guide to Presidential Nominations: The Competition for Leadership" (Routledge), Wayne Steger, professor of political science, examines the power structure behind presidential nominations. He asserts that party insiders sway the nomination when they collude to back one candidate. When party insiders fail to coalesce behind a candidate, then the race remains wide open when the primaries begin.



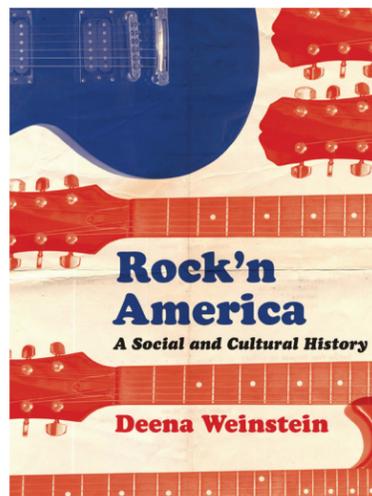
Photography for Everyone: The Cultural Lives of Cameras and Consumers in Early Twentieth-Century Japan

Kerry Ross, associate professor of history, explores the integration of photography into everyday Japanese life in "Photography for Everyone: The Cultural Lives of Cameras and Consumers in Early Twentieth-Century Japan" (Stanford University Press). She posits that Japan's fascination with photography emerged alongside its middle-class, consumer revolution.



The Lima Inquisition: The Plight of Crypto-Jews in Seventeenth-Century Peru

Ana Schaposchnik, associate professor of history, provides a history of the Inquisition's tribunal in Lima, Peru, and an analysis of the 1639 Auto General de Fe ceremony of public penance and execution in "The Lima Inquisition: The Plight of Crypto-Jews in Seventeenth-Century Peru" (University of Wisconsin Press).



Rock'n America: A Social and Cultural History

Deena Weinstein, professor of sociology, offers a systematic approach to understanding rock music by applying sociological concepts to historical contexts in her book, "Rock'n America: A Social and Cultural History" (University of Toronto Press). Suggested listening lists accompany each chapter.

“EDUCATION ISN'T FREE, AND IT'S NOT INEXPENSIVE. SCHOLARSHIPS ARE SO IMPORTANT BECAUSE THEY HELP YOU CONTINUE YOUR EDUCATION. THEY GIVE YOU MOTIVATION.”



In October 2015, **Deyanira Avila** ran the Chicago Marathon for the second time, but with a specific goal in mind. "I decided to do the marathon for a charity, and I chose Run Domestic Violence Out of Town, a cause I'm passionate about," says Avila, who works at House of the Good Shepherd, a shelter for women and children. The collaborative fundraising campaign, which was launched by the Chicago Metropolitan Battered Women's Network and other local agencies, aimed to collect funds for domestic violence services.

Raising funds by running is not the only way Avila is combating violence against women. In spring 2015, she enrolled in the Master of Science in international public service program. "I want to work on global affairs, primarily violence against women, but also multiculturalism and education," she explains. "I wanted to get a master's degree, but I couldn't find a program that encompassed more than just social work or more than just international relations. That's why I chose DePaul. I didn't find another program like it." While fairly new to the university, Avila has enjoyed the support from professors and the academic atmosphere that are broadening her perspective on global matters.

Education has always been a priority for Avila. Her parents emigrated from Mexico more than 40 years ago and consistently stressed the importance of education to Avila and her three siblings. "They worked hard to get us to school," she says. "I have the zeal and passion for learning, and I want to do it for my parents." She also credits scholarship support as being imperative to pursuing education. "Education isn't free, and it's not inexpensive," she stresses. "Scholarships are so important because they help you continue your education. They give you motivation. You feel like someone is acknowledging that it may not be easy because you may not have the funds to do it, but someone is there to help you out."

As Avila continues her studies at DePaul and her work at House of the Good Shepherd, she anticipates her experiences will advance her career. A component of the international public service program that Avila is particularly excited about is the opportunity to study abroad. "I think that's very important, because you can't really study international public service without having that experience abroad," she says. Avila hopes to one day use education as a tool to fight violence against women. "There's just so many things that are happening around the world in terms of violence against women," she says. "It's something that is preventable and that we can stop. I feel that one day I can make a difference."

By Jacob Sabolo

SUPPORT DEPAUL UNIVERSITY

<p>College of Liberal Arts and Social Sciences Support leading scholars, campus facilities and resources, and scholarships for students in the College of Liberal Arts and Social Sciences.</p>	<p>General Scholarship Fund Continue DePaul's commitment to being accessible to all students by helping fund need-based scholarships.</p>	<p>Fund for DePaul Make an immediate impact through an unrestricted gift applied to DePaul's areas of greatest need, ranging from scholarships to programs.</p>
--	--	--

Visit alumni.depaul.edu/newsletter to make your gift now.

CALENDAR OF EVENTS

April 11-17

World Catholicism Week

DePaul Student Center, 2250 N. Sheffield Ave., Room 314B

This year's conference addresses theology, politics and practices of Charismatic and Pentecostal movements in the global South. Visit worldcathweek.depaul.edu for more details.

April 27

"Ghosts of Amistad" Film Screening and Discussion with Marcus Rediker

2:30–5:30 p.m.

Location TBD

Explore the Amistad slave ship rebellion 177 years later with a screening and discussion of "Ghosts of Amistad," which was based on Marcus Rediker's book, "The Amistad Rebellion: An Atlantic Odyssey of Slavery and Freedom."

May 11

Conversation with Maria Hinojosa and Laura Washington

7 p.m.

DePaul Student Center, 2250 N. Sheffield Ave., Room 314

Celebrate the 20th anniversary of the Women's Center at DePaul with this and other events. For more information visit bit.ly/wcdepaul.