

Preface



Last spring, the Chicago Studies Quarter explored a topic—immigration—that links the past and present of our city in powerful ways. This “local study-abroad term,” designed with the program in Russian and East European Studies, took a humanities-based approach to the experiences, conflicts, and storytelling that surrounded migration from Southern and Eastern Europe to Chicago in the late nineteenth and early twentieth centuries. In addition to lectures and field trips, students engaged materially with the question of how immigrant experiences are translated into documents and communal memory. They participated in archival processing, interviews, and place-based investigation to capture the memories of this period and explore its meaning for the civic culture of Chicago.

The mission of Chicago Studies is to connect the vast resources of our urban environment to the curriculum of the College, in all programs of study. In this way, the life of the city—such as Slavic community organizations, family documents, and today’s heated public discussions about migration—become part of the intellectual and civic development of our students, and a singular asset to the pedagogical work of our faculty. The Chicago Studies Office and Advisory Board have worked creatively to encourage these connections at the levels of coursework,

undergraduate research, and student programming, with a broad spectrum of Chicago-based offerings available for this academic year. The Chicago Studies Quarter is the centerpiece of this portfolio.

Though Chicago Studies was founded in 2007, this curricular vision has a deep and compelling history at the University of Chicago. Some of the earliest faculty, particularly in the social sciences, were drawn to this city in part because it offered a fascinating and unvarnished site for the investigation of social problems and human behavior. Figures like Albion Small, W. I. Thomas, and Charles Henderson sought to make Chicago a critical object of research for the Department of Sociology and encouraged graduate students to conduct active investigations in the city.¹ At the Chicago School of Civics and Philanthropy, which merged with the University of Chicago in 1920 as the School of Social Service Administration, Edith Abbott and Sophonisba Breckinridge studied urban conditions with a view to informing public policy and reform. One could find similar expressions in the Departments of Psychology and Geography prior to World War One. Chicago was a site where one could encounter the structures and problems of urban-industrial society in their most potent form. The realities one observed daily on the tram or street corner were ready topics for investigation. It was sociologist Robert Park who, in his famous 1916 essay on the city, articulated this in a systematic way, calling Chicago “a laboratory or clinic in which human nature and social processes may be most conveniently and profitably studied.”²

In the next three decades, these empirical approaches to the city gained a sophistication that made the University of Chicago an acknowledged center for social science research, generating storied graduate

1. Robert E. L. Faris, *Chicago Sociology, 1920–1932* (San Francisco: Chandler Publishing, 1967), 12–13.

2. Robert E. Park, “The City: Suggestions for the Investigation of Human Behavior in the Urban Environment,” *American Journal of Sociology* 20, no. 5 (Mar. 1916), 577–612.

programs in Sociology, Political Science, and Psychology, and to some degree in Economics and Geography. A collection of scholars gathered who defined the first iterations of the Chicago School: Robert Park, Ernest Burgess, Charles Merriam, George Herbert Mead, and L. L. Thurstone in the first generation, and a list of academic notables like Harold F. Gosnell, Louis Wirth, Harold Lasswell, and Everett Hughes in the second. In each discipline, face-to-face inquiry and empirical research were essential parts of teaching, and these values turned the focus of students and faculty alike to the social and ethnic groups, relationships, institutions, and physical spaces of the city. Notebooks in hand, students traversed the districts of Chicago, using participant observation, interviewing, and other forms of data collection to develop or refine methodologies, such as social psychology, urban ecology (with its famed emphasis on neighborhood maps and urban zones), and social pathology. Chicago was not representative of all cities, of course, but it was a quintessentially modern city, where one could observe in a “natural” way the larger forces that were shaping humanity in the urban twentieth century. As researchers collected local data, they were tapping a well of inspiration for their disciplines and gaining scholarly insight into the world in becoming.³

Tied to these ambitions was a claim about education that owed much to the philosophical influences of John Dewey and George Herbert Mead, which stressed the dynamism of social reality and the contextual nature of social facts. The commitment to close observation, to analyzing the worlds of communities and individuals, meant facing up to the changeable and pluralistic character of social experience. One could choose any number of urban topics, from the shape of immigrant identities to the causes of juvenile delinquency or the voting behavior of racial

3. On the pedagogy of the Chicago School of Sociology, see James T. Carey, *Sociology and Public Affairs: The Chicago School* (Beverly Hills, CA: Sage Publishing, 1975), 151–90; and Martin Bulmer, *The Chicago School of Sociology. Institutionalization, Diversity, and the Rise of Sociological Research* (Chicago: University of Chicago Press, 1984), 89–107.

minorities. None lent themselves to one-dimensional or rigidly ideological claims about social questions. Instead, Chicago placed learners in touch with a stubbornly evasive reality and asked them to formulate claims with respect to this complexity and the humanity of their subjects. While the city was not without an ordering logic, one had to apprehend it inductively, with healthy suspicion of abstract and impersonal theories.

The curricular vision of the first Chicago School is part of the genealogy of today's Chicago Studies Program, and perhaps of the interest in place-based education nationally.⁴ Though scarcely acknowledged in the literature, these scholars nurtured a lively interest in the education of undergraduates through urban excursions, fieldwork, and research, giving their scholarship a strong point of reference in the college curriculum. Their syllabi and lecture notes speak to a level of engagement with Chicago that was not fully recaptured in the College until the beginning of this century. Today, across vast differences in the character of the city, the University of Chicago, and the associated disciplines, we maintain our admiration for Chicago as an environment to test and refine truth claims, to consider complex processes, and to recognize the rich variations of human experience. The city of Chicago is more than ever a partner in the curriculum.

The contributions to the 2018 *Chicago Studies Annual* illustrate these continuities, even as they originate from activities and interests that could not have occurred to scholars in the first half of the twentieth century. Generally, they are more concerned with interventions in the planning and identity of the city than with its underlying structures and forces, and the tensions they explore have causes other than rapid population growth and industrial expansion. As a set, they came to the attention of faculty and peers as finalists at the inaugural Chicago Studies Research Symposium on May 17, 2018, where the authors presented their work to an interdisciplinary audience in the John Hope Franklin Room.

4. See James D. Orcutt, "Teaching in the Social Laboratory and the Mission of SSSP: Some Lessons from the Chicago School," *Social Problems* 43, no. 3 (Aug. 1996), 235–45.

Madeline Anderson, AB'18 (Public Policy Studies), received the 2018 Chicago Studies Essay Prize for her thoroughly researched analysis of the reparations package that the Chicago City Council approved in 2015 for the victims of police torture under Detective Jon Burge. Anderson develops a highly original typology of reparations from international examples and uses a wealth of in-depth interviews to investigate the effectiveness of the Chicago reparations package as an effort to address the harm caused to victims and their families. Her conclusions are nuanced in their treatment of the varied aspects of the package and make a strong contribution to the literature about reparations as a tool of public policy.

Elizabeth Dia's essay introduces us to the family and social structures of Chicago's Pilsen neighborhood in the 1970s and 1980s. A rich archival source base on the women's community organization *Mujeres Latinas en Acción* allows Dia, AB'18 (History), to reconstruct the practices of support for the Latina/o community, which she finds were built upon the traditional language and duties of motherhood. This focus opens a striking narrative about contests and shifting identities within the community—over gender roles, over relationships with American feminism, and over the boundaries of ethnic identity.

Hannah Edgar, AB'18 (Music), brings the genre of biography and the scene of aesthetic criticism to the *Annual* in their study of Claudia Cassidy, whose famed coverage of the Chicago arts world in the *Chicago Tribune* and other media wound through most of the twentieth century. This exploration of Cassidy's prolific career reveals noteworthy historical themes: the place of women in journalism, the centrality of cultural institutions to the identity of the city, and the evolution of methods and styles for the literary treatment of the arts. At center, however, is the mutually dependent relationship between Cassidy's professional reputation and the cultural scene of Chicago.

The present and future of Chicago's mid-South Side are the subjects of Valeria Alejandra Stutz's analysis of public debates about the Obama Presidential Center. Plans for the center in Jackson Park are vigorously debated for many reasons, but it is the simultaneous intensity of enthusiasm

and resentment among residents that concerns Stutz, AB'18 (Geographical Studies), manifest in conflicting claims about the rightful uses of urban space. In the language and imagery of stakeholders, we can find competing visions of the neighborhood and its future, and the character of its members and activities, that are not always apparent on the surface.

As the *Annual* enters its second decade of publication, it is gratifying to reflect on this record of ways that the city and the curriculum interact to educate our undergraduates as scholars and citizens. The urbanists of the early twentieth century would be pleased by the vitality of this work, and no doubt grateful to James Dahl Cooper, AB'76 (Political Science), whose generosity has supported this volume of the *Annual* as a continuing conversation with the city of Chicago.

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from the University of Chicago, I have moved to California. I teach world history and integrated science at a special education high school, administer individualized education programs for a caseload of students, and coach varsity girls soccer. I am also in the second and final year of a masters in education. Through all the stress of my busy jobs, I am still propelled forward by the love, support, and inspiration of all the people listed in these acknowledgments.

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VALERIA ALEJANDRA STUTZ | I am deeply grateful to the residents of Woodlawn who shared their knowledge, experiences, and perspectives with me. I would also like to thank my advisor Professor Michael Conzen, Professor Forrest Stuart, and Professor Euan Hague for their guidance on the central questions and methodology of this paper. Thank you to Daniel Koehler and Christopher Skrable for the opportunity to publish my work. I would like to thank my family for their care and encouragement, with special gratitude to my mother, who supported me in innumerable ways throughout my research and writing. Since graduating, I have interned at the Art Institute of Chicago and the Museum of Contemporary Art Chicago. I currently work in Teen Lab at the Art Institute of Chicago. The program explores the history of museum power structures and the Chicago neighborhoods where the teens live; we share personal narratives and make art as ways to elevate cultural heritage.