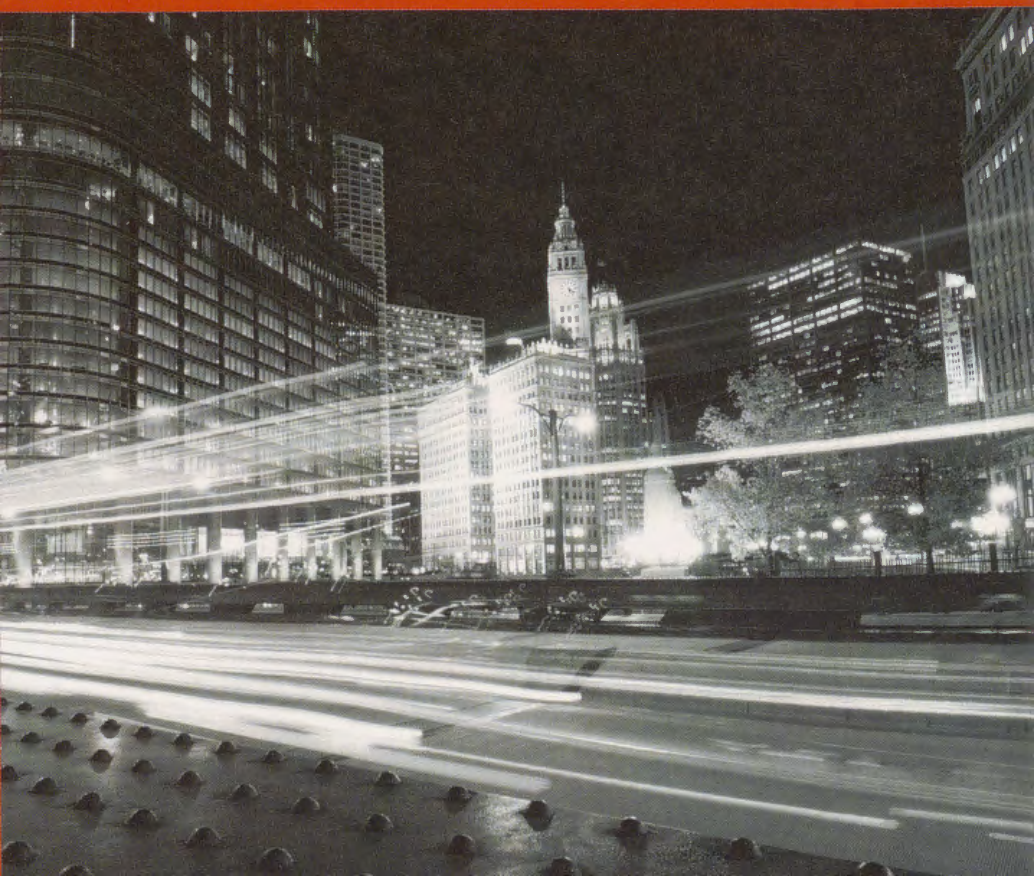
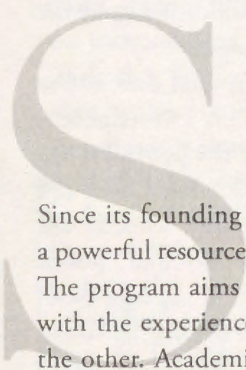


Preface



A large, light-colored, serif letter 'S' is positioned on the left side of the page, partially overlapping the first paragraph of text. It is a decorative element that serves as a drop cap for the word 'Since' in the first sentence.

Since its founding in 2008 the Chicago Studies program has become a powerful resource for students to study and engage the city of Chicago. The program aims to integrate the liberal-arts emphasis of the College with the experience of our diverse urban context, each one inflecting the other. Academically, it provides practical support and content for Chicago-themed courses taught in the humanities, social sciences, and physical sciences. It also supports student research in conjunction with these courses and workshops where students from varied disciplines can share their work in progress. Additionally, Chicago Studies directly engages students in the life of the city and its communities through activities, events, and internships. The current list of opportunities, programs, and projects can be found at <http://chicagostudies.uchicago.edu/workshop>.

In spring 2015 the offerings of the program expanded dramatically with the Study Chicago Quarter, an initiative illustrating that Chicago, like all world cities, presents an unfamiliar and challenging environment for nonnatives. Our city is an environment that one learns to navigate through immersion in its unique folkways and civic codes. Students in the College had the opportunity to immerse themselves in Chicago with three courses taught by experts in Chicago history, culture, and policy debates. There were weekly excursions, guest speakers, and encounters with civic and community groups to enrich the coursework. The program was

enthusiastically received, and we look forward to the stimulating program of courses and trips scheduled for spring 2016.

One benefit of this engagement with the city is the wealth of high-quality research produced each year by University of Chicago undergraduates. The *Annual* showcases the very best academic work about the city produced by these students in their seminars and BA thesis colloquia. Contributors to *Chicago Studies 2012* used the region as an academic laboratory to understand the history of student life, police accountability in big cities, the challenges of gentrification, and the changing landscape of neighborhood political campaigns.

Caitlin Kearney, AB'12 (Public Policy), mines several data sets to explore the relationship between public-school actions and neighborhood gentrification in the first decade of this century. The policy, known as Renaissance 2010, under which Chicago Public Schools closed and reopened failing schools in new forms, often as charter schools, was criticized by community activists as an attempt to "rebrand" public schools and attract middle-class families into the city at the expense of longtime residents. Kearney investigates this claim by comparing census data with the register of school actions, on one hand, and school demographic data, on the other. Her study finds a positive correlation between school actions and gentrification, but little evidence of demographic change within the new schools themselves. This suggests a more subtle connection between school actions and the attraction of new populations to these neighborhoods.

In her account of the 2012 campaign for state representative in the 39th District of Illinois, Caroline O'Donovan, AB'12 (Political Science and English), explores how social change in Chicago's Logan Square neighborhood has influenced local political culture. At the center of her story is the failed, first campaign of Will Guzzardi, then a twenty-four-year old, Green Party progressive, whose efforts to unseat incumbent Toni Berrios bring into focus the implications of class, ethnic, and generational changes for the practices of machine politics. Written in the winter of 2012, O'Donovan's essay forecasts a deep change in the nature of electoral practice in the ward that has since come to pass: Guzzardi was elected to the seat in 2014.

By contrast, Sophia Posnock, AB'12 (Law, Letters, and Society), focuses on the University of Chicago and its approach to student life in the 1940s through the case of William Heirens, a seventeen-year-old student charged with multiple homicides in 1946. Using university records and newspapers, Posnock shows how the case exposed weaknesses in the Hutchins College—which admitted students as young as fifteen—to public scrutiny. Ultimately this prompted the university to embrace more paternalistic student-life policies that reflected the principle *in loco parentis*. What had been a primarily intellectual view of students now demonstrated more concern for their well-being and community, a shift that Posnock connects to the university's subsequent engagement in the Hyde Park neighborhood over the next decade. Both plugged into a larger pivot in thinking about the university's public and nonacademic mission.

Finally, Crystal Tsoi, AB'12 (Political Science), examines the troubled history of police accountability in Chicago, with a view to understanding how the current apparatus, known as the Independent Police Review Authority (IPRA), can function more effectively than its predecessors. Tsoi reconstructs each stage of the review process, from intake to disciplinary proceedings, in order to identify barriers to impartiality and efficiency, and compares Chicago's case with reform efforts in other large urban districts. Her conclusion that the IPRA lacks the powers and resources to achieve significant gains over previous iterations is grounded in a wide range of sources and methods.

As we publish this fifth volume of *Chicago Studies*, it is a pleasure to thank Michael Toporek, AB'86 (Economics), MBA'87 (Finance and Accounting), once again for his continued support for the printing costs of the *Annual*.

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